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"The Cripple Creek Strike of 1893"

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With an Introduction by
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COLORADO SPRINGS, COLORADO
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INTRODUCTION.



R. RASTALL'S study of the Cripple Creek strike of 1893 will probably occupy a unique position in the strike literature of recent times. It has rarely happened in the history of labor struggles in the United States that so many diverse elements and forces have been present in a single conflict, as in this famous labor war. Many strikes have involved a much larger number of men and industries and have aroused more interest on the part of the public, but none have occurred in recent years either at home or abroad which have involved so many startling contrasts and such different types of industrial development as the well-known Bull Hill strike.

The story recorded in the following pages reads like a romance of the days of the buccaneers or sea-pirates, whose exploits mark the transition from the old commercial system to the new. In one way this struggle in Cripple Creek may be regarded as a phase of the transition from the old individualistic frontier type of civilization to the new industrial stage, in the Rocky Mountain mining camps.

The mine owners may, from one standpoint, be looked upon as representatives of the competitive industrial system of the East, while the mine workers seem to have had all the traits of the typical frontiersmen.

On one side of the range, Colorado Springs is in many respects more eastern than any city of its size west of the Alleghanies, while a few miles distant, on the opposite side of the mountains, stands Cripple Creek, a typical frontier mining camp, with its saloons, dance-halls and all the other institutions found in a town of this kind.

Between the attempt to realize the ideas of the mine owners in Colorado Springs on the one hand, and the attempt to maintain the ideals of the mine workers in Cripple Creek, a clash was inevitable. This conflict was characterized, not so much by the kind of violence which has been so common in recent eastern strikes, but by an organization of forces and a display of shrewdness, individual initiative and instinctive co-operation on both sides, all of which may be said to be the peculiar product of the western frontier life. It is essentially the same spirit which produced the Whisky Rebellion and the other historic revolts against law and authority, in the early days of the Republic.

The strikers were largely of American stock and were much more homogeneous in racial traits and other characteristics than any other similar body in the recent strikes in other parts of the country. The frontier itself acts as a selective agency and attracts largely men having certain common traits and instincts.

The political element, which plays a more or less important role in all strikes, can be here seen as under a magnifying glass, and even the careless reader will understand how political questions are almost always intimately connected with industrial conflicts.

Mr. Rastall was very fortunate in undertaking his investigation at a most opportune time. The bitterness and hostility between the mine owners and the unions had largely disappeared and the recent strike of 1903-4 had not begun. It was thus possible, in this era of good feeling, to get a more unbiased and accurate presentation of the facts from both sides than could have been obtained either before or after.

In addition to its importance as a contribution to strike literature, this investigation throws a great deal of light on labor conditions in frontier mining communities and helps to explain some of the events that have recently occurred in Colorado. Furthermore, this study shows most clearly the fact that a strike naturally at-

tracts the lawless and criminal elements from all parts of the land and that a labor union engaged in a strike, must either control, or if possible, get rid of this dangerous class of men.

Finally the essay illustrates the fact that there are brilliant opportunities for the student of economics and history in Colorado and the Rocky Mountain region. Here is practically virgin soil almost untouched by the student or the historian. Here, too, it is possible to study the frontier at close range, and to carry out for states and sections, that magnificent line or research work which Professor Turner of Wisconsin, and others are doing so admirably for the country as a whole.

THOMAS K. URDAHL.



AN INQUIRY INTO THE CRIPPLE CREEK STRIKE OF 1893.*

The Cripple Creek District lies in the first range of the Rocky Mountains, about 25 miles west of Colorado Springs, and 85 miles southwest of Denver. It has an altitude of from 9,000 to 12,000 feet, none of the mines being at an elevation of less than 9,000, and some being over 11,000 feet above sea level. Geologically, the region is of volcanic origin. Great flows of lava have issued from a formerly existent volcano in the heart of the district. When these hardened they were subjected to severe stresses in the earth's crust and broken by countless fissures in parallel systems. Later, hot percolating waters from deep-seated sources in the earth came to the surface, bearing in solution gold telluride, with quartz. These were deposited as the valuable ores in the fissure veins of the district.

Rough, gaunt, broken; dry and almost arid; cut into barren rocky ridges, and valleys along which scraggly dwarfed trees eke out a bare existence, and naught can flourish save the hardy mountain grasses and wild flowers;—it is not a place to invite human habitation, nor to support it under ordinary conditions. The only sign of occupancy in 1890 was the Womack cattle ranch occupying the present site of the city of Cripple Creek.

In 1893, less than three years later, the city of Cripple Creek numbered about 5,000 people, and close at hand were Victor, Anaconda, Altman, and numerous smaller

* A thesis submitted for the degree of Master of Arts, Colorado College.

towns. Three wagon roads led into the district, from Divide on the north, from Colorado Springs on the east, and from Canon City on the south. Along these roads night and day passed heavy trucks drawn by six and eight horses, bringing into camp provisions and building material and mining machinery, or leaving with loads of ore for the smelters. Heavy passenger coaches came in every night to crowd the number of fortune seekers. On the north the Colorado Midland Railway was running a branch road in from Divide, and the Florence and Cripple Creek Railway was pushing even harder to get into camp from the south.

The reason for this rapid change was gold. Mr. Robert Womack had in 1890 sunk prospect holes, and secured ore that assayed high in gold.¹ News of his success had spread quickly, and soon prospectors were trooping in from all directions. By this time over 40 mines were in process of active development, and prospect holes were being sunk in every direction.² Nearly \$3,000,000 worth of ore had been shipped from the mines already, and every week new veins of rich promise were being opened.³

GENERAL ECONOMIC CONDITIONS.

Under these conditions Cripple Creek was rapidly becoming a great mining camp, when its development was arrested by a five-months' mining strike. To fully understand this strike it is necessary to get its setting among surrounding conditions, and to see clearly the forces which acted as indirect causes or active impulses toward it. What conditions made a war between labor and capital imminent, and what influences led to the actual controversy.

In 1893 the United States was in the midst of a great financial panic. The expenditures of the government far

¹ Cripple Creek Illustrated, Warren & Stride, p. 11.

² *vide* mines listed by the Colorado Springs Stock Exchange early in 1894.

³ Cripple Creek Illustrated, Warren & Stride, p. 23.

surpassed its income. The reserve in the treasury was dangerously depleted, and the credit of the government was maintained by large bond issues. The business world was in a terrible condition. At the close of the year there had been over \$500,000,000 withdrawn from National Banks alone. To meet the demand these banks had been compelled to withdraw loans to the extent of \$318,000,000. Five hundred eighty banking institutions had been compelled to suspend payment, with liabilities of \$165,000,000. There had been over 16,000 business failures. \$1,200,000,000 worth of railroad property had gone into the hands of receivers. Thousands of shops and factories had shut down; more thousands were working part time only; commercial houses and railroads were working under greatly reduced business; and as a result millions of laborers were idle.¹ It was estimated that in the city of Pittsburg alone 100,000 men were out of employment.² In every city men were eager to seize an opportunity to work for their board alone, and rumors were current of men offering themselves as slaves for life for a promise of mere subsistence.

It was a time prolific of strikes. Contemporaneously with the Cripple Creek strike came a great coal miners strike, covering Pennsylvania, West Virginia, and Ohio, and the great Pullman strike, which starting in Chicago swept eastward half way to the Atlantic, and southward to the Gulf, and westward to the Pacific coast. Coxey's Army was marching toward Washington, a great body of protesting unemployed, and a long special session of Congress had been called to consider ways of relieving the great financial stress.

In Colorado the conditions were even worse than elsewhere. Added to the general depression had come the rapid decrease in the price of silver, the consequent

¹ David C. Wells, in *Forum*, January, 1894. "The Teaching of Our Recent Economic Experiences."

² Such estimates are usually exaggerated. This one is quoted merely as throwing light on the general conditions.

closing of the silver mines, and the loss of one of the state's greatest sources of wealth.

The labor difficulties common to the country and state were shared by Cripple Creek. Evidence of severe conditions is perhaps best given by the large detachment which left the district on May 4th to join Coxey's Army in the march to Washington. Over three hundred strong it left Cripple Creek and Victor, under the leadership of General J. S. Sanders, with flying colors and beating drums. The Florence & Cripple Creek Railway furnished a free train for the army to Canon City, and the Denver & Rio Grande did the same to Pueblo. At Pueblo the men were fed and housed for a few days, and then took forcible possession of a Missouri Pacific train, and started off for Chicago. The officials of the road tried in every way to stop them, and at last wrecked a train to block the track. But the Coxey men cleared away the wreck and went on. They were forced to abandon their train by a second wreck in a cut, but stole another train a few hours afterward, and succeeded in getting half way across Kansas, where they were arrested, and finally dispersed by United States Marshals.

The labor difficulties incident to the closing of the silver mines fell upon Cripple Creek. To the great gold camp flocked the unemployed miners of the silver region, to find work in the gold mines, or to open prospect holes on their own account.

INDIRECT CAUSES OF STRIKE.

The situation was further involved by irregularity in the hours of employment at the mines, and the variation in the working day.

The camp was new, and had not settled down to regular life as yet, and custom had not been given time to develop its unwritten law. Men had not begun to do things as they found other men doing them. When a new mine started up, its owner or manager relied entirely upon his own judgment as to how it could best be worked, and there naturally arose a great diversity.

Some mines worked three shifts a day, some two shifts, some one. In some of the mines the men worked eight hours, in others nine, and in others ten. Among the principal mines working eight hours may be mentioned the Isabella, the Pharmacist, the Zenobia, and the Pike's Peak. The principal ten-hour mines were the Strong, Granite, Portland, and Independence; and the principal nine-hour mines the Victor, Anaconda, Sunset, C. O. D., Gold King, and Ingrahm. The wage at all the mines was uniformly three dollars per day, irrespective of the length of the shift.

Here was a dangerous condition of affairs, one which must sooner or later result in trouble. It could only be a question of time until the men working in the long-time mines should wake up to the fact that their labor was as valuable as that of any other men, and should demand as short a working day as the shortest, or until the mine owners of the short-time mines should discover that their money was as good as any other man's, and should demand as long a working day as the longest. Such unequal conditions could not remain for long. Labor or capital would move presently, and under the economic conditions which we have just examined, with a large increase in the purchasing power of money, and thousands of men at hand ready to work for almost any wage, it is not hard to see from which source the movement was likely to come.

EVENTS LEADING UP TO THE STRIKE.

In August, 1893, Mr. H. E. Locke became Superintendent of the Isabella mine. The Isabella was at that time working an eight-hour shift—seven and a half hours labor, one-half hour for lunch. Mr. Locke had been managing mines in other districts which worked much longer hours, and wished to lengthen the hours at the Isabella. Accordingly on the 17th of the month a notice was posted to the effect that, beginning with the following Monday, a mine shift should be ten hours, with one hour off for lunch.

On Sunday the miners held a meeting at which they agreed not to submit to the schedule, and when Monday morning came they did not go to work. When Superintendent Locke arrived at the mine the men met him, and a heated controversy ensued, Locke trying to bully the men into going to work, and the men trying to force him to rescind the order. After telephoning to Colorado Springs Mr. Locke concluded to withdraw the order for the time being, and later in the day the men went back to work on the old eight-hour schedule.¹

The trouble at the Isabella seemed to arouse both sides to the danger of the situation, and the necessity for prompt action. A committee of miners was appointed to draw up resolutions, and soon after steps were taken to form unions. The Altman Union was the first to organize, and was admitted to the Western Federation of Miners, as Free Coinage Union No. 19, on the 12th of December. Following Altman, unions were formed at Cripple Creek, Victor, and Anaconda, with a total membership on January 1st of about eight hundred. At the time of the strike only Altman Union No. 19 had been admitted to the Federation. To secure authority and uniformity of action all the unions worked under the Altman charter, and the president of Altman Union was executive officer for all the unions of the district.

So Altman, peopled almost entirely by miners, and located at about the center of the mining area, became the center of the union movement, and the seat of authority for the organized miners. Colorado Springs, the County Seat of El Paso County, was the home of fully three-fourths of the principal mine owners of the district, and naturally became the center of the mine owners' movement. The Cripple Creek district being at that time included in El Paso County, there were thus developed

¹ From the account of Mr. E. W. Pfeiffer, Chairman Board of County Commissioners of Teller County (1903), who was a miner in the Isabella during 1893. There have been various conflicting stories as to the earlier stirrings of the difficulty. Mr. Pfeiffer's personal observation gives authenticity to his account.

two centers about which the coming conflict was to rage, Colorado Springs, the seat of county authority and the stronghold of capital, and Altman, the active scene of controversy and the stronghold of labor.

During the time of the union movement the mine owners had not been less active. Frequent conferences were held relative to the establishment of a uniform working day at camp, and the question of lengthening hours was constantly agitated among the owners of eight or nine-hour mines. Finally, in the early part of January, the owners of the eight-hour mines came together in an agreement to increase the working day at their mines to ten hours, nine hours labor and one hour for lunch. Notices which set forth the agreement, and made February 1st the time for lengthening working hours, were received by the mine managers for posting, about the middle of the month. The appearance of the notices, first at the Pharmacist, then at the Isabella, Victor, and Summit mines, caused considerable stir among the miners. A meeting of the union was called immediately, which resolved not to let the men work in mines attempting to lengthen the day's work.

Manager Locke of the Isabella had never been popular with the mining men. He had been the first to conceive the idea of lengthening the working day, and the men now blamed him entirely for the present movement, and became very bitter against him. Becoming frightened he applied to the sheriff for a guard of deputies, and never appeared without them. In riding to and from the mine he was always preceded by an armed deputy, and followed by another one. This only increased the feeling against him, and a plan was finally made for his capture and eviction from camp.

On the morning of January 20th a large body of men collected in the rear of the Taylor Boarding House, and when Mr. Locke and his deputies came along, they were surrounded, disarmed, and started off on foot down the hill. Arriving at the Spinney Mill near Grassey

Mr. Locke was badly frightened and intimidated by threats of what would happen if he ever came back to camp; then he was compelled to go down on his knees and take oath that he would never return unless permission were given by the miners, and that he would make no information against any one for driving him from the district. He was then given his horse, and started off toward Colorado Springs, where his arrival late in the evening produced great excitement. One of the deputies captured with Mr. Locke was a man named Wm. Rabedean, who will appear several times later in the difficulty.

The miners unions had already agreed that the men should be called out from all mines which attempted to lengthen the working shift. On January 8th they went a step further and demanded a uniform eight-hour day for the whole district. February 7th was set as the date for calling out all men working over eight hours.

So the two sides were arrayed against each other, the mine owners standing for a ten-hour day, the miners for an eight-hour day. In the contest which was to follow the conditions were decidedly favorable to the owners. As we have seen, the country was in the throes of a financial panic, and as far as the labor market was concerned the purchasing power of money had easily doubled. Thousands of men were unemployed, and willing to work for almost any wage. The mines were generally dry, and would not suffer from a few months' idleness, and there were no expensive plants to deteriorate by lying idle. Two railroads were building into camp, and a wait of a short time would simply mean a saving of about three dollars a ton in the transportation of ore. The conditions for the miners were disheartening. Provisions and rents were very expensive; their unions were but newly formed, only one having a charter from the federation; there had not been time for the development of a strong unity of feeling, or for the collection of a large treasury fund upon which to draw—things so necessary

for strength in a strike. When one reads then, that the miners won their fight, he will expect that extraordinary forces had been acting, and that startling things had happened, nor will he be disappointed.

The key to the explanation is to be found in the character of the men themselves. It must be remembered that Cripple Creek was not the ordinary mining camp, but a newly settled, essentially frontier, district. The men were not of the mining population familiar to the coal fields—foreign born, ignorant, used to obedience, easily cowed—but of the characteristic frontiersman type, come not so much to find work as to seek a fortune. Rough, ready, fearless, used to shifting for themselves; shrewd, full of expedients; reckless, ready to cast everything on a single die; they were not the kind of men to be caught napping, or to be turned from their purpose until every possible expedient for success had been tried. They would act quickly, shrewdly, and effectively; withal straightforwardly; but with small respect for authority, and none too much for law.

THE FIRST CRISIS.

Several attempts were made to get the two sides together in a compromise before February 1st. On the evening of January 28th, mainly through the influence of Cripple Creek business men, a meeting of miners, mine workers, and neutrals was held at the Palace Hotel, Cripple Creek. The miners proposed as a compromise, that the mines be allowed to work just as they had been doing, the eight-hour mines to continue on the eight-hour schedule, and the nine and ten-hour mines on the nine and ten-hour schedules. The owners, however, took no action on the proposition.

On February 1st the mines which had posted notices went on the ten-hour shift. The men walked out, closing them down. On February 7th, early in the morning, a party of union men started the round of the district, stopping at every long-time mine and calling the men out. By noon every nine and ten-hour mine in the camp was

closed. The Pike's Peak, the Gold Dollar, leased parts of the Portland, and a number of smaller mines, acceded to the eight-hour request, and continued to work.

The following month was one of comparative quietness. The men conducted themselves in an orderly manner, and contented themselves with strengthening their organization in every way possible. John Calderwood was elected president of the unions. Mr. Calderwood was born in Kilmarnock, Scotland, and was put to work in the coal mines of that place when nine years old. He gained a common school education through the night schools of that town. Coming to this country when a young man of seventeen, he engaged in mining in the eastern states for a number of years. He then attended the McKeesport school of mines, and upon being graduated in 1876, came to Colorado. Here he held various mining positions, and came to Cripple Creek in November, 1893.

Mr. Calderwood had been influential in the organization of the Western Federation of Miners. He had also been president of the Aspen Union, and his intimate knowledge of labor organizations, and general popularity with the men, secured his election to the presidency. Throughout the strike he showed himself an able and efficient officer.

The immediate task before the union was to provide a relief fund. This was done in several ways. The men who remained at work on the eight-hour schedule were taxed \$15.00 a month. The Green Bee Grocery Co. of Cripple Creek gave credit amounting in the end to about \$400; \$1,000 was loaned by business men of Cripple Creek, \$700 was received from the miners of the San Juan country, and \$800 from the Butte, Mont., unions. Empty boarding houses were occupied by the unions; cooks volunteered their services; and everything was run on as economical a scale as possible. In this manner the months of the strike were passed without much pinching.

By the last of the month the smelters of the state were all running under reduced forces, or shut down entirely. Early in March the Gold King and Granite mines agreed to the eight-hour schedule, and started working. Following this, determined efforts were made to start several mines on the ten-hour schedule, but the miners were able to keep all closed. Men sent up were persuaded if possible to quit and join the union, otherwise they were threatened and intimidated until they did not dare go to work. The men were beginning to feel ugly, and a number of mines were being put under the guard of armed deputies.

March 14th, on the application of the Gold King, the Strong, the Isabella, the Victor, the Summit, the Zenobia, the Ingraham, and the Free Coinage Mining Companies, Judge Becker, of the District Court, issued an injunction against the miners enjoining them against interfering in any way with the operation of the Cripple Creek mines.¹ Sheriff Bowers took one hundred copies of the injunction to Cripple Creek next day, and spent the entire day in posting them throughout the district. The Summit, Victor, Raven, and Anaconda mines made attempts to open, but only from two to five men appeared at each.

Feeling was running high among the miners about the injunction. The sheriff feared trouble, and on his return to Cripple Creek he telephoned to Colorado Springs for additional deputies. Soon after he was called to answer a telephone message from the Victor mine. The Superintendent of the mine had, a few days previously, asked that a number of men be deputized at the mine to protect it. He now reported that men were collecting around the shaft house in a threatening manner, and asked for additional protection. The sheriff replied that he should have it. A wagon was procured, and six men hastily deputized and started out for the mine.

¹ *vide* copy published in Colorado Springs Gazette, March 15th.

It was a rough mountain road along which the men had to travel, full of stones and ruts among which the wagon lurched heavily, and in the darkness it was impossible to make out the path, the instinct of the horses must be trusted to keep it. At one point about a quarter of a mile below Altman the road passes through a short ravine. Huge rocks lie piled around, leaving scarce room for a wagon to pass, and thick growths of bushes line the way and run up over the hillsides. As they reached this point there was a quick rush of dark forms from behind bush and stone, and a cry of "Hold up your hands! Surrender!" Someone fired a shot; there was a quick skirmish; a deputy got a ball through the arm. Then they were overpowered, bound, and marched off in silence up the hill.

To understand what happened we must go back a few months to the time when Altman was incorporated as a city. The residents of the place were almost entirely miners, and with the idea of investing the miners' union with all possible civic authority, officials of the union had been elected to all city offices. Thus it happened that Mayor Dean of Altman, and City Marshal Daly, were former members of Altman Union No. 19. The Marshal had word by telephone early in the evening that a number of deputies would be sent along the road by Altman. He accordingly appointed a number of special police, and the police of Altman ambushed the El Paso County deputies, and took them prisoners.

The deputies were marched into Altman and shut up in the school house. Later in the evening they were taken before police judge Bengley and examined on a charge of disturbance of the peace and carrying concealed weapons. Upon showing their credentials as deputy sheriffs, however, they were released and sent back to Cripple Creek. The city was in need of arms so the deputies went back weaponless.

Meanwhile news had reached Sheriff Bowers that his deputies had been captured; that a fight had ensued; and

that Altman was in an uproar. In half an hour Cripple Creek looked as if an army had descended upon it. All the livery stables in the city had been called upon for their horses, and a block on Bennett Avenue was full of the prancing steeds. Every able-bodied man in sight had been deputized and armed, and a military formation was being effected as rapidly as possible. The sheriff was going in after his men with all the force he could muster.

The tension was broken by the return of the first deputy, with news that the rest had been released, and were following him in. Upon their arrival preparations were broken off, and the men went to their homes for a peaceful night.

The following morning the air was full of rumors. Several men were reported killed or wounded; the miners were said to be in arms everywhere, and to be guarding all roads leading to Altman. Sheriff Bowers, after advising with the District Court Judge at Colorado Springs, made a call for the state militia. Governor Waite immediately issued orders to Company A of Colorado Springs, Company C of Pueblo, and Companies B, E, and K of Denver, and the Chaffee Light Artillery, about three hundred men in all, to proceed with all possible dispatch to Cripple Creek and preserve the peace. These troops collected in Colorado Springs under the leadership of Generals Brooks and Tarsney on the day following. They were taken to Midland over the Colorado Midland Railway, and after an all night march over the mountains, arrived at Cripple Creek early the next morning.

In the meantime Sheriff Bowers had secured the arrest of Mayor Dean and Marshal Daly of Altman, and President Calderwood of the Altman Union. He now made a flying trip to Colorado Springs with the three men, and secured warrants for eighteen more. Calderwood, Dean, and Daly were released on bail, and made a tour of the principal cities of the state, holding mass meetings in the interest of the miners. Sheriff Bowers

returned to Cripple Creek with his warrants, and called upon General Brooks for aid in serving them. General Brooks inquired if there had been any resistance made to arrests. The sheriff replied that there had not. The general then refused to aid in making the arrests, upon the ground that he was there simply to preserve the peace, and as much to protect the miners as the county authorities.

On the same day¹ the union officers were called to a conference with the generals at the Palace Hotel. The union men asserted that they had never had the slightest intention of resisting the sheriff, or of adopting violent measures. That the whole action had been taken by the city officials of Altman, who had thought the movement of the deputies an attempt to capture the city. They asserted that no resistance whatever had been made to arrests, and that none would be made. Their statements were telegraphed the governor, and at the same time the following message was sent by the trustees of Altman: "Militia arriving in Cripple Creek. Did you send them and what for? Everything quiet here." Next day the troops were recalled.

During the last few days of excitement another movement had been on foot looking toward a compromise. Just before his arrest, President Calderwood met in conference at the Independence mine with Mr. W. S. Stratton and Mr. Chas. Steele. After considerable discussion Mr. Stratton proposed as a compromise to lay before the union, that the mine should work a nine-hour day shift and eight-hour night shift, with pay at \$3.25. The union at first rejected the offer, but two days afterward reconsidered, and accepted it. The Independence started on the new schedule March 19th. None of the other mine owners followed Mr. Stratton's example, however, so the movement was without much result. It is to be regretted that the other owners did not see their way clear to follow Mr. Stratton's action. Had they been as

¹ March 18th.

willing to come to a compromise at this period as were the miners, the difficulty would probably have been settled on the spot, and all the turmoil, danger, and expense of the months of May and June avoided.

THE SECOND CRISIS.

There followed a period of six weeks comparative quietness. The eighteen miners against whom warrants had been issued submitted peaceably to arrest. All pleaded not guilty in the district court at Colorado Springs, and all were upon trial acquitted.

The troublesome week in March had advertised the strike widely through the newspapers, and the result was a large influx of a rough element into the district. The most turbulent element from the Cœur de A'lenc district came in in large numbers, and tramps, and criminals, and roughs of all descriptions flocked in from all directions. Many of these men were admitted to the miners' unions. And here is where the union made its great mistake. The evident willingness of the union to come to a compromise in the trouble; the peaceful submission of its members to arrest, and their acquittal by the courts; and the mass meetings held by President Calderwood, had gained a large degree of sympathy for the men throughout the state. But the overt acts later committed by a few bad men, and the reign of terror brought on by the rougher element, lost them the prestige which they had earlier gained, and brought upon them the just condemnation of the law-abiding citizens of the state.

It will be remembered, that at the time of the first trouble between Superintendent Locke and the employees of the Isabella, one of the deputies captured with him was a man named Wm. Rabedeau. Mr. Rabedeau was also warned to leave camp, and did so, but returned shortly afterward. He was deprived of his commission as deputy by Sheriff Bowers, but remained as a guard in the employ of some mine owners.

On April 8th the miners' union started out in a body to attend the funeral of a miner who had been killed by

an accident. Scattered around everywhere they found dodgers calling a meeting of the union at Anaconda for 11 o'clock, the time set for the funeral. The funeral services were short, and the men hurried over to Anaconda, where they found the meeting already called to order, with Rabedeau and another man named Taylor presiding, and Rabedeau making a speech in favor of going to work on the ten-hour schedule. It was evident that the scheme was to have the meeting pass resolutions favoring going to work on the ten-hour schedule, and by reporting the action as coming from the miners' union officially, to put the union in a false light. The men were greatly infuriated. Rabedeau was taken from the platform and terribly beaten. Later he was subjected to all sorts of indignities, and run out of camp, with the threat that next time he showed his face in the district his life would pay the forfeit.

During the latter part of April, and May, matters grew gradually worse. The rough element was gradually becoming more prominent, and the men were getting into a more sinister mood generally. Small bands of men raided throughout the district, stealing provisions and arms and ammunition, getting into drunken rows, and sometimes maltreating non-union men. Many of the smaller merchants in isolated places closed their stores entirely, and families in the unsettled districts very largely moved into the towns. Sheriff Bowers spent his whole time in the district, but hampered by the refusal of the county authorities to furnish sufficient deputies, on the ground of too much expense, found it exceedingly difficult to preserve any semblance of order.

Early in May various discussions were held among mine owners relative to a determined effort being made to open the mines. It was felt that something must be done soon. No mines had been able to open as yet, and under the present conditions at camp, violent opposition was anticipated to any attempt to open. The movement finally resulted in the quiet circulation of a subscription

paper, and the offer by the mine owners to the county to advance arms and money, if a large body of deputies should be enrolled to protect the opening of the mines.

Word of the plans of the mine owners had early reached the miners and they began to prepare to resist to their utmost. President Calderwood was in Salt Lake City attending a convention of the Western Federation of Miners, and Mr. J. J. Johnson came to the front to become the military leader of the union.

Mr. Johnson was a native of Lexington, Ky., growing up among the feuds of that state. He attended West Point for three years, but was dismissed before the completion of his course for participating in a hazing scrape. Drifting west he took up mining at Aspen, and later came to work at Cripple Creek. At the close of the strike he left the state to avoid arrest. On the opening of the Spanish War he was appointed colonel of an Arkansas regiment, but died while on the way to the sea coast with his command. He was a man of unusual ability, and considerable military genius.

Mr. Johnson proceeded to get the miners in as complete a military organization as possible. Headquarters and a military camp were established on Bull Hill.¹ The choice of Bull Hill was an unusually fortunate one. It is a high, steep bluff, overlooking the town of Altman. It overtops several of the most important mines, and is at once the most commanding and most inaccessible point in the district. A large boarding house was established; a commissary department put into operation; systematic search made for arms and ammunition; and as much discipline and ruling put into practice as was possible under the conditions.

On May 4th, one hundred twenty-five deputies, largely ex-police and ex-firemen, left Denver in command of ex-Chief of Police Veatch. They were armed to the

¹ There was a report, generally believed at the time, that an immense log fort had been built on Bull Hill, and a cannon placed in it. No such fort was built, nor did the miners possess a cannon at any time.

teeth, and prepared for immediate action. The miners had news of their departure, and prepared to give them a warm reception. Arms were still lacking to some extent, so a raid was made on a Cripple Creek hardware store for rifles and ammunition; also the Victor Mine was held up and a number of Winchesters taken from it. The commissary department got in a number of range cattle. Orders were issued, and everything put in readiness.

The deputies arrived next morning on the Florence & Cripple Creek Railway, and prepared to go into camp in full view of Bull Hill. The miners had prepared to show that they were determined, and to give the deputies an object lesson. As the train pulled into view a party of men hastened down the hill, warned everyone away, and placing large charges of dynamite in the shaft house of the Strong mine blew it to pieces in a tremendous explosion.¹

Then pandemonium broke loose. The day before the Florence & Cripple Creek Railway had completed the grading on its line and discharged nearly two hundred laborers, all with pay checks of from ten to twenty dollars. These men all came into camp; pay checks were exchanged for cheap whiskey, and the usual result followed. At such times every man considers every other man his chum and whiskey is free for everybody. Railroad men, miners, toughs, all were off on a terrible de-lauch, and by the time of the blowing up of the Strong mine hundreds of men were fighting crazy drunk. A car was loaded up with dynamite, and prepared to run down the track into the deputies camp and blow them

¹ It has been very generally believed in some quarters that the blowing up of the Strong mine was accomplished by Mr. Sam Strong himself, in order to prevent the property from being worked, and in this manner to break the valuable lease, which would revert to himself. This is exactly what did happen, and Messrs. Lennox and Giddings, the lessees of the mine, later brought suit for heavy damages against Mr. Strong on the above charge. The admission by prominent union men that the mine was really destroyed by a party of miners now settles the question beyond doubt, and clears Mr. Strong of all suspicion.

into atoms. But the deputies had taken warning and retired several miles down the track to a safer place. Then the cry went up to destroy the mines. Men ran for dynamite and fuse, and for a time it looked as if there would be enormous destruction of property. But Mr. Johnson, with the help of his aids, had been working constantly, asserting his authority and endeavoring in every way possible to quiet the men. At last he succeeded in diverting their attention sufficiently toward attacking the deputies to get control of them, and the danger was avoided.

The miners' unions, and the people of the state in general, owe a debt of gratitude to Mr. Johnson for his heroic work on that day. Had hundreds of drink-crazed men broken loose with unlimited whiskey and unlimited dynamite, the result had defied description. Scarce a mine in the district would have been left whole, and one may hardly hazard a guess as to other consequences.

The energy diverted from the destruction of property expended itself in an attack upon the deputies. The deputies, it will be remembered, had become aware of the danger of their position, and retiring some distance down the track, had gone into camp at Wilbur. Just where they were the miners did not know, but it was determined that wherever they were, an attempt should be made to capture them and get possession of their arms. Arms were still lacking at the miners' camp.

About midnight a Florence & Cripple Creek construction train was captured, quickly filled with men, and with a miner at the throttle, started down the track for the deputies' camp. The deputies, anticipating attack, had pickets out in all directions. Unawares the train ran into the picket line. A few quick shots brought it to a standstill. The miners poured out among the rocks; the deputies, roused, hurried to the assistance of their pickets, and the fight was on. There was no semblance of order. Every man fought for himself, shielding him-

self so far as possible behind tree or rock, and firing in the darkness at the flash of the opposing guns. Five miners got separated from the main body and into a swarm of deputies, and were captured. A deputy, the man named Rabedean, who has appeared all through the difficulty, received a shot in the chest and was killed almost instantly. A miner, George Crowley by name, was accidentally shot from behind by one of his comrades, and was found dead in the morning.

A half hour's fighting convinced the miners that they could gain nothing. Skipping from rock to rock, and firing as they went, they began a gradual retreat up the valley. The deputies held their position. Little by little the firing ceased. All was quiet again, and doubling their pickets the deputies turned in for the remainder of their night's rest.

News of the blowing up of the Strong mine reached Colorado Springs early in the day and caused great excitement. Later the feeling was intensified by the arrival of Mr. Strong himself, who had witnessed the destruction of his property, and ridden all the way to bring the news. A number of men were known to have been in the mine at the time of the explosion, and they were all supposed to have been killed. Business was suspended, and excited groups of men discussed the question along the streets everywhere.

A mass meeting was held in North Park, at which resolutions were passed calling upon the county authorities to put down the insurrection of the miners, and to restore law and order at whatever cost. In the evening a call went out from the sheriff's office asking for volunteer deputies to go to the scene of action, and calling upon all citizens to bring in arms to equip the posse. Over a hundred armed men left the city for the deputy camp next morning, and another hundred on the day following. Men were also being hurried in from Leadville, and Denver, and all the surrounding country. The deputy camp was transferred from Wilbur, north to

Divide, on the Colorado Midland Railway, and here all the new recruits came.

Miners heard men talking down in the shaft of the Strong mine, and compelled them to come out. They proved to be Superintendent Sam Macdonald, Engineer Robinson, and Miner Greenough, the men who were known to have been in the mine when it was blown up, and supposed to have been killed. Between hunger, and cold, and smoke from the burning timbers, they had gone through a terrible experience, and had hardly managed to live at all. They were taken to Bull Hill by the miners, and held as prisoners in retaliation for the capture of the five miners at Wilbur.

Governor Waite issued a proclamation on the 28th, in which he called upon the miners to desist from their unlawful assembling; to lay down their arms; and to cease from their forcible resistance of the law. At the same time he declared that the assemblage of a large army of deputies by the county authorities, largely from outside the county, was illegal, and demanded that such army be disbanded immediately.¹ An order was issued calling upon the state militia to be in readiness to move at a moment's notice.

President Calderwood had returned from Salt Lake City on the same day that the Strong mine was blown up. Instantly perceiving the danger of the situation, and the remedy, he set about getting all the saloons of the district closed for a period of two days. He succeeded, and at the end of the time the men had come to their senses again, and some degree of quiet was restored. The union was aroused at last to the necessity of getting entirely out of sympathy with the lawless element that had come in, and a volunteer committee of fifty took in charge the running out of camp of toughs and thugs.

ATTEMPT AT ARBITRATION.

During the exciting events of the last few days, a quiet movement had been started in Colorado Springs

¹ Governor's Proclamation, May 26, 1894.

c. f. also Last Message of Governor Waite to the Legislature.

seeking a possible compromise of the difficulty. To the more conservative and thoughtful citizens the situation at Bull Hill seemed one of grave concern. Should the two bodies of armed men, that stood face to face, constantly augmenting their numbers, and daily increasing the bitterness of feeling between them, come into conflict, the loss of life, terrible as it might be, would be but the beginning of the disastrous results that would follow. Everything possible, it was felt, must be done to prevent a clash. Could the two sides be gotten face to face, the seriousness of the situation would tend to force both to make concessions, and a compromise might be effected. But how to get the two factions together. Some man must be found willing to undertake the work who was well known, whose neutrality would be trusted by both sides, and who would have no interest in subverting the main object of his work to make political capital for himself. He must be a man, moreover, who would be willing to take some personal hazard in the matter, for judging from the reports which had come to Colorado Springs, an outsider who should attempt to go on Bull Hill would take his life in his hands.

The movement resulted in the call upon President Slocum, of Colorado College, by Mr. J. J. Hagerman, one of the most prominent and conservative of the mine owners, with the request that President Slocum go to Bull Hill as a neutral party, to see what the attitude of the miners would be toward an arbitration committee. President Slocum would be authorized to say that the mine owners were willing to meet the miners in such committee, and to make some concessions toward a compromise. After some discussion the president agreed to go. The Rev. E. Evans-Carrington, who was well known as a friend of organized labor, also several members of the Colorado Springs labor unions, were asked to accompany Dr. Slocum.

The party left Colorado Springs late Saturday evening, May 26th, arriving in Cripple Creek early Sunday morning. Communication was held with President Cal-

derwood over the telephone, and then the party started out afoot for Altman. As they arrived at the foot of Bull Hill a sentry stepped from behind a rock, and with levelled Winchester, and the cry "Hands up!" brought them to a standstill. Upon learning their names and business the sentry said he had instructions to pass them, and proceeded to conduct them to Altman and the headquarters of the union.

At headquarters the party was met by President Calderwood, who took President Slocum into his office immediately for a conference. Dr. Slocum stated that he came representing no one in particular, but the people of the county in general, to see if some arrangement could not be made to arbitrate the present difficulty. Mr. Calderwood replied that arbitration was one of the cardinal principles of the union, that the union had been willing to come to a compromise all along, and was still willing to do so. Dr. Slocum then asked what conditions they thought they ought to have in a settlement. Mr. Calderwood replied that the men felt that they should have an eight-hour day and a three-dollar wage, and upon Dr. Slocum bringing up the question, added the clause that there should be no discrimination between union and non-union men. The question of a committee was then discussed, and it was practically decided that two representatives of the union should meet two representatives of the mine owners somewhere on neutral ground, and that these four should appoint a fifth, the committee to have authority over the questions in dispute.

Some further conversation ensued, and then Mr. Calderwood invited President Slocum to address the miners. Upon his acceptance of the invitation, runners were sent out through the camp, and soon from three to four hundred men had gathered. To them President Slocum spoke for about an hour, advising them to meet the mine owners half way in the proposed compromise; calling upon them to respect the laws of the state, and pointing out that an armed resistance of the authorities could only end finally in disaster to themselves.

There were still some effects of over abundance of whiskey visible among the men, and some of them were in an ugly humor. So much so that Mr. Calderwood had some fears for the safety of Dr. Slocum while making his address. That his fears were not groundless was shown by the fact that an old German stood close to the president while he was speaking, and occasionally rubbing the muzzle of his Winchester against him, would pat it affectionately, and remark: "Dat's good for twenty-five deputies." The man was known by Mr. Calderwood to be one of the worst characters in the union. He was afterward hanged for killing a man in a saloon fight. The party, however, left Altman undisturbed, and returned immediately to Colorado Springs.

On Monday afternoon Mr. Hagerman called President Calderwood by telephone to discuss matters pertaining to the arbitration committee. The miners had held a meeting in the meantime, however, and instructed their president to consent to the committee only on condition that the mine owners should previously agree that union men be given preference in employment at the mines. Upon this condition being communicated to Mr. Hagerman, he replied that the mine owners would never consent to such a condition, and so the attempt to secure a compromise failed.

Later in the day a remarkable event took place on the mesa below Altman. It will be remembered that the deputies had taken five prisoners in the battle near Wilbur; also that the miners had imprisoned the three men taken from the Strong mine, in retaliation. President Slocum, while at Altman, had arranged for the exchange of the three men for the five imprisoned miners, and Monday afternoon the exchange took place. A deputy sheriff came up from Colorado Springs with the five miners; one of the union officers came down from Altman with their three prisoners; and meeting in a pre-arranged spot, the exchange took place with all the military formality of war. This is probably the only

instance of a strike in which rights of belligerency were recognized, and a formal exchange made of prisoners.

THE MISSION OF GOVERNOR WAITE.

Governor Waite had been closely following events at Cripple Creek. For the past week his private secretary, Michael Lorentz, had been in the district making thorough investigations and reporting daily by telephone. Upon the failure of the proposed committee of arbitration pressure was brought to bear on the governor, and he finally concluded to see what influence his presence at the seat of difficulty would have toward a settlement. He accordingly telephoned the miners of his intended visit and wish to confer with them, and went into the district on the afternoon of May 30th.

The same afternoon a heavy rain and snow storm settled down upon the Cripple Creek district. A few hours of the storm closed the railroads by landslides and cloudbursts, and broke down every telegraph and telephone line, isolating the district completely from the rest of the world for a period of four days.

In Colorado Springs this was a period of great anxiety. The number of deputies at Camp Divide was known to have reached nearly a thousand. They were supposed to be about ready for an attack upon the miners, and news of a terrible battle was expected daily. All sorts of terrifying rumors filled the air. A mass meeting of citizens on the evening of the 30th decided that the city was in danger from the lawless element, and called for volunteers for a "Home Guards" organization to protect the city. About one hundred fifty men came forward, and were formed into squads which patrolled the outskirts of the city night and day. A Woman's Relief Association was formed, preparing medicines and bandages, and making plans to care for the wounded in the coming conflict. A 4-11 alarm on the fire bell was arranged for as a danger signal. A wild report caused the alarm to be sounded one night. The home guards turned out in mass, and every other able bodied man

who could find a weapon followed, and the city was in an uproar until morning.

At the deputy camp the days passed in quiet preparation. Strict military discipline prevailed. The men were comfortably housed in huts built of railroad ties, and in box cars. Pickets were posted in all directions to guard against surprise. There was daily drill and instruction in tactics. As soon as the storm ceased and the roads were open there would be enough men for the forward move, and the men waited eagerly for the time.

The effects of the storm were most severe at the miners' camp on Bull Hill, and the fortitude of the men through the days of snow and rain gave conclusive proof of their determination. Strict military discipline was in force here also. There was daily drill, and a daily session of court martial. The men were fed at the army boarding houses, supplied by the commissary department. Every few minutes throughout the day an aide left General Johnson's headquarters with orders for some part of the camp. The picket system was perfect; every road was guarded for miles around Bull Hill.

Governor Waite got into Altman ahead of the storm, and immediately held a meeting with the union. In a lengthy speech he promised the men his friendship and help in settling their difficulties. At the same time he demanded that they cease their violent opposition to law, and appoint a committee to confer with the mine owners relative to a compromise. The union elected the Governor and President Calderwood a committee with absolute power to act for them in a settlement, and on the day following they left for Colorado Springs.

The condition of the roads was such that the trip to Colorado Springs occupied three days. The party had to walk all but fourteen miles of the distance to Florence. Then the tracks were found to be washed out between Florence and Pueblo, and a long detour had to be made through La Junta. Finally, about noon, June 2nd, the train bearing Governor Waite and Mr. Calderwood pulled in at the Denver & Rio Grande station at Colorado

Springs. Word of their coming had been telegraphed ahead to Mr. Hagerman, and arrangements made for a conference at Colorado College in the afternoon.

At 3 o'clock the conference met in Society Room of Palmer Hall—now Hall of Cutler Academy. Governor Waite, acting for the miners, and Mr. J. J. Hagerman, for the mine owners, discussed the question formally. Besides these two gentlemen there were present President Slocum, of the college; Judge Lunt, Mr. W. S. Jackson, and a number of others.

Mr. Hagerman opened with a statement of the difficulty, and the attitude of the mine owners toward it. Governor Waite spoke urging that the trouble be settled in some way, and ended by setting forth the conditions under which the miners were willing to return to work. These conditions were, briefly:¹

1. An eight-hour working day for which \$3.00 should be paid.
2. None but union men to be employed.
3. No one to be prosecuted for any act committed during the strike.

To the first proposition Mr. Hagerman replied that it would be conceding all that the miners had originally struck for, and would be no compromise. Concerning the second, he said that he would never be a party to an agreement that militated against the right of any American citizen to take work wherever he could find it. Regarding the third, he said it was inconceivable that the governor of the state should object to the law taking its course, and that in any event that was a matter for the El Paso County authorities, not the committee, to decide. The argument finally narrowed to the matter of the employment of non-union men, and waxed warmer and warmer, the governor especially becoming greatly excited, and using the strongest kind of language. Three hours had passed and nothing was yet accomplished.

¹ Account by President W. F. Slocum of Colorado College, who was present during the entire conference.

when word suddenly came to the conference that the building was surrounded with armed men, and that the campus was rapidly filling.

News that Calderwood had come to the city with the governor spread rapidly through the city in the early afternoon, and everywhere groups of men discussed the possibility of his being arrested while under the protection of the governor. The newspapers of the Springs had blamed Mr. Calderwood with everything real and imaginary that had happened recently at Cripple Creek, and feeling against him was running high. Such a chance to get hold of him it was felt ought not to be let go by. Some hothead suggested that if the law could not reach him the people could, and declaring that he would shoot him on sight, started off with his gun for Palmer Hall. Others, among them several prominent citizens of the city, followed his example, and soon there was a string of armed men hastening toward the college. Excitement became intense. Downtown on the street corners men harranged the ever-increasing crowds. The cry went up to lynch Calderwood and the governor, too; and being taken up was repeated on all sides. Everyone seemed to go wild, and there was a general rush for the college campus.

At Palmer Hall word was sent in that the building was surrounded, and that two or three men were ever in the hall declaring that they would shoot Calderwood when he came out. There was a hurried adjournment, followed by a rapid making of plans. Judge Lunt stepped out on the porch and began an impassioned speech to the crowd on the terrible disgrace they would bring upon the city if they should lynch Calderwood, and especially if they committed any overt act against the governor. While he held their attention, the governor, with Calderwood on one side and Private Secretary Lorentz on the other, slipped quietly out at the door, and hurried across the campus to the cab which was waiting for them. They were driven to the depot, where

the governor's private train was waiting for them with steam up, and soon after pulled out for Denver. Just before the train left Colorado Springs, the governor had word from the mine owners, finally rejecting the propositions offered by him for the miners at the afternoon conference.

Two days later Mr. Hagerman went to Denver, and in company with Mr. David H. Moffatt, had another conference with Governor Waite. At this conference Messrs. Hagerman and Moffatt acceded to the demand of the miners for an eight-hour day, and three-dollar wage, specifying that the men should lunch on their own time. Governor Waite, on his part, withdrew the demands for employment of union men only, and for no prosecutions, and articles of agreement were drawn up. As there was no definite organization of mine owners, Messrs. Hagerman and Moffatt could, of course, sign the agreement only for themselves. It was understood, however, that they virtually represented the mine owners, and that the men would stand by their agreement. The following days proved this to be true.

The articles of agreement were as follows:¹

"For the purpose of settling the serious difficulties between employers and employees in Cripple Creek Mining District, El Paso County, Colo., it is agreed by and between Governor Davis H. Waite, appointed by and representing the Free Coinage Miners Union No. 19, W.F.M., its members and other miners of said district, on the one part, and J. J. Hagerman and David H. Moffatt for themselves as mine owners and employers of mining labor in said district, on the other part, as follows:

"I. That eight hours actual work shall constitute 'a day', divided as follows: Four hours of continuous work, then 20 minutes for lunch, then four hours of

¹ Copy given to newspapers and published by all papers of Denver and Colorado Springs, June 5, 1894.

continuous work; for which said eight hours of labor there shall be paid three dollars (\$3.00).

"2. In the employment of men there shall be no discrimination against union men or against non-union men.

"3. The undersigned, J. J. Hagerman and D. H. Moffatt, earnestly urge upon other mine owners and employers of mining labor, in said Cripple Creek District, to accede to and act upon the foregoing agreement.

Signed.

"DAVIS H. WAITE,

"J. J. HAGERMAN,

"DAVID H. MOFFATT."

MILITIA VS. DEPUTIES.

Next day the entire state militia was called out under orders to go with all possible dispatch to the Cripple Creek District and preserve the peace. More specific directions were given to General Brooks, in command, by the governor. He was to place his force between the miners and deputies, and prevent a clash between them by every possible means. The disbandment of the deputy army was to be secured at the earliest possible moment. Protection was to be afforded to the sheriff and to the mine owners, but armed bodies of deputies were to be prevented from making arrests, or from occupying the mines.

At Colorado Springs and Cripple Creek it was felt that the trouble was over, and there was great rejoicing. The mine owners were rapidly signifying their intention of accepting the agreement, and the miners had sent out word that they would stand by the governor's action, and that they would not resist the militia. But the deputies had yet to be reckoned with. On the night of the 6th they broke camp, and cutting all telegraph and telephone lines, and imprisoning all newspaper reporters, they advanced toward Bull Hill. Morning found them camped in Beaver Park, about three miles from Altman, and in full view of the miners' camp.

A small skirmish took place just after day-break. Some of the deputies' horses strayed beyond the picket line, and a squad was sent out to bring them in. The men ran into the picket line of the miners and a lively exchange of shots took place, in which no one was injured.

The militia arrived early in the afternoon, and following their orders, went into camp between the deputies and miners. Later in the afternoon Generals Brooks and Tarsney held a conference with the leaders of the deputies, in which a great deal of friction was created as to whether the militia or the county officials were higher in authority, and which should be subservient to the other. Both sides claimed the right to command and be assisted, and there was cause for much anxiety as to what would happen on the morrow.

Early next morning the deputy camp got into action. The men were formed in line, divided into several detachments, and started off in as many several directions. General Brooks kept watch of the movement, and when it became evident from their line of march that the detachments were all headed for Bull Hill, he sent for Sheriff Bowers, inquiring what he intended to do.

From the miners' camp on the hill the movements were being watched closely. As the long lines of men swung out in the valley below and took up their march forward, the alarm whistle at the Victor mine gave forth its warning blasts, and in a few moments the hillsides were dotted with men hurrying in to headquarters. Fifteen minutes saw the ranks complete, and General Johnson issuing orders that were to give the deputies a warm reception.

The miners had no cannon, as has been generally supposed, but they had a weapon even more deadly at close range in the shape of a huge bow-gun. This weapon was a home-made affair, and could throw to the foot of the hill. Its missiles were beer bottles filled with dynamite. It would work terrible execution when the deputies attempted the steep climb for the summit. Different points on the hill were mined, and connected with

electric wires to explode at the pressing of a button. Every man was well armed, and with a belt or pocket full of cartridges. In the upper left vest pocket of each were five dynamite cartridges the size of pencils. These were fitted with percussion caps and were to be thrown at close quarters as the deputies came up the steep incline. Every advantage was taken of the natural strength of the place in distributing the men. Altogether Bull Hill had become an extremely hazardous place to attack.

In the valley below General Brooks had not waited for an answer from his message to the sheriff. The buglers called the troops to arms, and having formed quickly they went off at double quick after the ranks of the deputies. General Brooks rode rapidly on ahead. Coming up with the sheriff a quick dispute ensued. The general inquired what was the meaning of this movement. Sheriff Bowers replied that he was sending squads of men to guard the roads leading from Bull Hill to prevent the escape of men for whom he had warrants, and that he was going on the hill with another squad to make arrests. General Brooks replied that he was under orders to prevent armed bodies of deputies from attempting to make arrests, and that they must return to their camp. The sheriff insisted that he should proceed. General Brooks asserted that he must carry out his orders, and would be compelled to fire upon the deputies unless they ceased their march immediately. Sheriff Bowers held a conference with some of his men, and seeing that the general was determined, gave orders for the deputies to return to their camp.

The militia continued on their march, and entered Altman shortly after noon. Upon seeing the deputies turn back, the miners had dispersed again, and following their repeated statements to that effect received the militia without any show of resistance. That night the militia occupied the miners' camp.

Governor Waite had all along maintained that the deputy army was illegally assembled, and General Brooks had been ordered to secure its disbandment. Even with

Bull Hill in the hands of the militia, and the miners' army dispersed, the deputies refused to disband. Under the leadership of Deputy Bob Mullins they marched next morning to Cripple Creek, and passing through the city arrested everybody who in any way met with their disapproval. Then they took up the line of march to the Independence mine, and went into camp around it. General Brooks met the deputies on the way to the Independence, and again demanded that they disperse, but was met by a point blank refusal.

General Brooks had been in constant communication with the governor all day. In the morning he telegraphed that the sheriff had reported the deputies to be beyond his control. Later in the day he sent the following telegram: "Situation critical. Sheriff persists in quartering his entire force at Independence mine. Says he does so at request of owner. There is in my judgment but one solution—martial law. General Tarsney indorses this opinion. (Signed) Brooks." To this the governor replied that his orders must be carried out at all hazards. "If the deputies resist your authority I will call out the unorganized militia to suppress their insurrection."¹ That meant that every able bodied man between eighteen and forty-five would be called out, and that the controversy would assume proportions which would make the miners' affair seem small indeed.

Fortunately, before any further action had been taken, a conference was held at Altman between mine owners, militia officers, and county officials. There were present Sheriff Bowers and County Commissioner Boynton, W. S. Stratton and Chas. Steele of the Independence, Mr. Keith of the Victor, Wm. Lennox, L. P. Airhart

¹ Colorado State Papers.

Biennial Report of the Adjutant General, 1893 and 1894, p. 50.

² Colorado State Papers.

Biennial Report of the Adjutant General, 1893 and 1894, p. 60.

Also 1 and 2 c. f. Office of Adjutant General, impression copies orders to militia May, 1894.

Generals Brooks and Tarsney, and Colonel Hagel. The following agreement was reached:²

1. Deputies to be withdrawn.
2. The mines to be put in peaceable possession of the owners.
3. Military protection to be afforded to mines and miners.
4. Troops to remain for 30 days at least, and longer if necessary in the opinion of the commanding general.
5. Miners to deliver up all arms in their possession, also personal property belonging to other persons or taken from the mines.
6. Troops to be stationed at Cripple Creek, Victor, and Anaconda.
7. Persons for whom the sheriff has or may have warrants to be arrested and turned over to the sheriff at Colorado Springs.

This agreement was carried out, and was the final settlement of the difficulty.

Next day the deputies returned in a body to Colorado Springs, and were there disbanded. In the town hall at Altman, Sheriff Bowers read the names of several hundred men for whom warrants had been issued, and they were asked to present themselves for arrest. A great many did so. Many, however, had left the district to avoid arrest, and were never located by the authorities. The militia remained in camp according to agreement, until the last of July, when they were withdrawn. The mines opened slowly at first, the owners hardly feeling sure of the ground, but as the men showed themselves willing to work, confidence was restored, and operations were taken up again in earnest.

There remained for a long time a certain amount of friction on both sides. Among the extremely radical feeling still ran high, and vented itself in various acts of violence. A number of citizens of Colorado Springs found it wise to keep guards at their dwellings. In the same city a scheme was made to tar and feather a number of men who were supposed to have sympathized with the

strikers during the trouble. The plan fortunately became known, and steps were promptly taken to frustrate it. A more successful attempt was made later upon Adjutant General Tarsney. General Tarsney had been prominent in the friction between the state troops and deputies, and had become greatly hated by the latter. He was taken from the Antlers Hotel one night, driven several miles north of the city, and there tarred and feathered and left wandering around in the night to find his way back to civilization as best he could. An attempt was made to blow up the home of Sheriff Bowers one night with a nitroglycerine bomb. The fuse was defective and went out; otherwise the house would have been completely wrecked, and the inmates, who were sleeping almost directly above the bomb, would certainly have been killed.

Cripple Creek was in a turbulent condition for some time. The roughs and toughs that had come into the city during the strike were not easy to get rid of. Sheriff Bowers spent most of his time in the neighborhood, doing his utmost to restore good order. He arrested over one hundred fifty men, and kept the county jail full to overflowing all the year following. Various attempts were made on his life. One night two men were shot on the road from Victor to Cripple Creek by a band who were after the sheriff, and who mistook the men for the sheriff and his deputy.

It was nearly a year before the men charged with committing overt acts during the strike, came to trial. In March, 1895, D. M. McNamara was convicted on the charge of assault with intent to commit robbery, in holding up the stage coach of John Simmons, and taking his guns away from him. He was sentenced to two and one-half years' imprisonment, but the case was appealed, and the supreme court reversed the decision and set him free. Jackson Rhines received a jail sentence on the charge of kidnapping. Robert Dunn was convicted of assault with intent to kill, but broke jail before sentence was passed upon him, and was never re-

taken. Robert Lyons and Nicholas Tully were sentenced to terms of six and eight years respectively, on charge of blowing up the Strong mine. They were pardoned by Governor McIntyre, who succeeded Governor Waite, long before the expiration of their sentences. Some three hundred other informations or indictments were filed, but were dismissed sometime later on, and no other men were brought to trial. Out of all the men arrested not one served a full sentence.¹

PECULIARITIES OF THE STRIKE.

In the Cripple Creek strike one finds some marked peculiarities, phenomena in the field of strikes. Part of the union men worked all through the difficulty. Wherever a mine was found that would continue working, or would start to work, on the eight-hour schedule, or wherever a compromise could be reached as in the case of the Isabella, no attempt whatever was made to shut it down; the men continued to work as though nothing whatever had happened. This in marked distinction from most strikes, where every union man is called out whether he has a grievance or not, and as many other allied occupations as possible affected by sympathetic strikes.

By its action in allowing the men to work the union gained in several ways. It kept a considerable amount of money coming into the pockets of union men, a goodly portion of which went to the support of the strike. It kept constantly before the eyes of the public, the fact that the men were not trying to introduce a new and unheard-of system, but one which was being successfully applied in a number of mines. It was a constant reminder that the men were not making exorbitant demands to which it was impossible to accede, since mines of average yield

¹*vide* Records of District Court Colorado Springs March to May, 1895.

Cases, People vs. D. M. McNamara.
" vs. Jackson Rhines.
" vs. Robert Dunn.
" vs. Robert Lyons.
" vs. Nicholas Tully.

were successfully operating under all the conditions which they asked. It is a question well worthy the careful consideration of organized labor everywhere, whether a similar action would not produce similar beneficial results in many a labor difficulty.

The exchange of prisoners near Bull Hill probably has no parallel in the history of strikes. When the five captured miners were exchanged for the three imprisoned officers with all the formality of war, the Altman union received recognition such as no other union has received before or since. Such recognition of an organization, and of a state of belligerency might have involved some interesting questions had the trouble gone further and Federal authority been invoked.

Another peculiarity of the strike was that state authority was used in such a way as to materially benefit the strikers. In the history of strikes the state has intervened nearly always after a demand by the owners or operators for protection, and while intending no such result, its authority has been so directed as to curtail the activities of the strikers, and to greatly lessen their chances for success. The results of this exception are interesting.

Governor Waite was a Populist, elected to his position on a Populist Labor ticket, and his ambition was to be known as the great friend of the laboring man. The strikers were sure of his hearty support from the first, and the county authorities were hampered by uncertainty as to whether his action would be to aid, or to absolutely oppose their efforts. All through the trouble his assertion was constant that no act of his should be hostile to the miners, and when at the very crisis he asserted that the deputy army was illegally assembled and should be disbanded, the effect was very great.¹

The miners were bright enough to see their opportunity, and never in the slightest way to resist the state authorities, and hence they reaped the full benefit of the

¹ Proclamation of Governor Waite May 26, 1894.

governor's friendship. It is doubtful whether without the moral and active support of state authority, exerted as it was at critical moments, the miners could have won their strike.

THE POSITION OF THE MINE OWNERS.

We saw at the beginning that the Cripple Creek strike was largely the result of a general financial depression, and of irregularity in the employment of labor in a newly-opened mining camp. And that the move which opened the strike was taken by the mine owners.

The owners felt that under existing conditions they were entitled to a longer working day for the \$3.00 wage which they paid, or a smaller wage for the shorter day. They supported their position by pointing to the stringency of the times, the scarcity of money, and the surplus of labor. The logic of business alone, they said, made it impossible to maintain wages anywhere on a prosperous-times basis. They added that they were putting more money into the ground most of the time than they were taking out, few of the mines were paying dividends, and they could not afford to pay such high wages. The mines in other districts worked much longer hours. In Cripple Creek, with freedom from water, mild climate, and pure air, conditions for mining were more favorable than anywhere else, and certainly labor should be no more expensive than elsewhere.¹

Feeling that these conditions entirely justified their stand, they refused to accept the various compromises proposed at the opening of the strike, and took no action whatever on the offer of the miners to allow the mines to continue working as they had been doing. Nor did they feel that they could follow Mr. Stratton's example when he opened the Independence on a compromise. They watched with disgust as the miners thwarted attempt after attempt to open the mines, and at last in exaspera-

¹ Statement by Mr. J. J. Hagerman.

ion made the proposition and demand on the county authorities which resulted in the deputy army.

Later, when the trouble had become so serious that it looked as though hundreds of men would be killed, and a terrible disaster fall upon the county, the more conservative owners began to feel that a small difference in wages was too slight a thing over which to have such a bitter fight. Especially Messrs. J. J. Hagerman and David H. Moffatt felt that everything possible ought to be conceded to secure a compromise, and ward off such a calamity, and it was largely through the efforts of these men that the final settlement was effected.

THE POSITION OF THE MINERS.

The miners naturally approached the question from a point of view differing from that of the mine owners. To them the questions of hours and wages were vital points of livelihood. They declared that at the altitude of the Cripple Creek District, varying from nine thousand to eleven thousand feet, men could not healthfully work more than eight hours a day. The strain of such an altitude was so great that many people could not live there at all, to say nothing of working at heavy labor every day for eight hours. The trying conditions due to altitude, they said, were augmented by the nature of mining, in which men had to work with clothing dampened by water, and breathe foul air and powder smoke. Nor, they insisted, could they live decently on less than a \$3.00 wage. Provisions and rents were very high. By the time they had paid \$15.00 of \$20.00 rent for a little shack of a house, bought firewood at \$4.50 a cord, water at 5 cents a bucket, and other things in proportion, there was not much left for luxuries. Cripple Creek was a gold camp whose product had not been affected by the general fall in prices, and it was tyrannical to cut their wages just because thousands of other men were out of work.¹

¹ Statement by Mr. John Calderwood.

The miners at the beginning wished if possible to compromise the question, and made all the advances along that line. Failing, they settled down to a hard fight, with the feeling that they were justified in going to the limit to keep the mines from opening. The agreement with the Isabella showed them still willing to compromise. Then came the entrance of the deputy army. The rumors in Cripple Creek concerning the deputies were as misleading as the rumors in Colorado Springs concerning the miners. The miners prepared to resist what they understood to be an attack upon their homes intended to drive them from the county, and emboldened by the sympathy of the governor and his proclamation, held the deputies at bay. Encouraged by their success, and the attitude of the governor, and the fact that the proposals were now coming from the mine owners, they made exorbitant demands in the final attempts at arbitration. Fortunately, in making the governor their representative with power of attorney, they left the way open for the final settlement.

THE POSITION OF THE GOVERNOR.

The attitude taken by Governor Waite was in brief that he would do nothing that would aid either the miners or mine owners to win the fight. The militia, he said, should not be called out to win the strike, but simply to preserve the general peace, and should not be used to coerce the miners in any sense of the word.¹

In the deputy movement he saw an arrangement, ostensibly by the county authorities, but in reality by the mine owners, meant to force the miners to give up the struggle. This movement, as he saw it, originated with the mine owners, and was supported by their contributions, and the sheriff was simply a puppet in their hands.

Moreover, in his estimation the assembly of so large a body of deputies² was illegal. He immediately declared

¹ From statement by Hon. J. Warner Mills, legal adviser of Governor Waite at the time of the strike.

² *c. f.* Last message of Governor Waite to Legislature Jan. 10, 1895.

that the sheriff had exceeded his authority, first, in that the right to appoint deputies did not mean the power to form an army, and second, that he was breaking a state law in appointing deputies from without El Paso County. The swearing in of men in bodies of several hundred; their armament with whole stands of newly purchased arms; and their formation into a military organization, constituted the formation of an army, and was an usurpation of the power of the governor. In appointing deputies from Denver, Leadville, and other points outside El Paso County the sheriff was disregarding the laws of the state, which expressly directed that a sheriff call aid only from his own county.¹ The governor therefore declared the formation of the deputy army illegal, and demanded that it disperse. When the deputies made their forward move he threw the militia between them and the miners, with orders to prevent a conflict at all hazards. And upon the repeated refusal of the deputies to disband, he prepared to call out the whole state reserve.

THE BALEFUL INFLUENCE OF POLITICS

The workings of political intrigue are always hard to accurately trace, and it is impossible to say just what part politics played in the Cripple Creek strike. There can be no doubt, however, that both parties sought to make political capital out of the strike, and by their machinations greatly impeded its settlement.

The interest of Governor Waite in the miners was undoubtedly a political one, the desire to secure sufficient support in the western part of the county to overcome the Republican strength in the eastern part, and so to bring El Paso into the ranks of the Populists. He

¹ Mills' Annotated Statutes of Colorado Vol. 1, Sec. 856: "It shall be the duty of the sheriff and undersheriff and deputies to keep and preserve the peace of their respective counties, and to quiet and suppress all riots, affrays and unlawful assemblages and insurrection, for which purpose, and for the service of process in civil and criminal cases, and in apprehending or securing any person for felony or breach of the peace, they and every coroner and every constable may call to their aid any person or persons of their county as they may deem necessary."

was willing to go great lengths to become known as the friend of the working man, and his influence was such as to constantly encourage the miners in their resistance to the county authorities. There is even good reason to believe that it was a telegram from the governor that caused the miners to make the demands which thwarted the first attempt at arbitration. This in order that he might have the credit and the influence upon the miners, of effecting the settlement himself.

The Republicans were just as active on the other side. There has been a quite general opinion that the deputy movement had as its ultimate aim the driving from the county of a large number of the men who were supporting Populism, and endangering the power of the Republicans in the county. There is strong evidence that the county officers used their authority following the strike to keep their party in power. The Bull Hill men were tried under conditions which made it almost impossible for them to escape even if innocent. Two prominent citizens of Colorado Springs made affidavits to having heard the assistant district attorney outline a scheme which would secure the conviction of every man tried.¹ Of the four men sentenced for crimes committed during the trouble, one broke jail, one was set free by the Supreme Court, and the other two were pardoned by Governor McIntyre.² Only five cases were tried out of three hundred informations and indictments. The failure to prosecute the other two hundred ninety-five cases is generally supposed to have come about as follows: The indictments were held as scourges over the heads of the men. They were promised that if they worked heartily for the Republican ticket at the next election their names would be dropped, otherwise they would be tried, and would be sure to be convicted. Needless to say the

¹ *vide* Petition for Change of Venue. Case *People vs. McNamara*, District Court, April, 1895.

² Governor McIntyre was the Republican governor who succeeded Governor Waite. He would have no motive in pardoning the men other than the belief that they were convicted on insufficient evidence.

men worked. The election went as desired, and the indictments were dropped. Thus did both parties intrigue for power, intensifying the difficulty, and greatly hindering its settlement.

THE POWER OF CONCILIATION.

The most optimistic lesson to be drawn from the Cripple Creek strike is the power of conciliation. When feeling ran highest on both sides; when politicians were stirring up the trouble for their own selfish ends; when two determined armies stood face to face, and it seemed impossible to avert a terrific encounter; then the representatives of both sides got face to face and the dispute was settled.

Great and irreparable as the break seemed, it was closed as soon as both sides were willing to meet and make concessions toward a settlement. So long as both parties to such a controversy are kept apart, each absorbed in strengthening its own power, and throwing its whole weight into the breaking down of its opponent, just so long is the bitterness increased, and a settlement made less probable; but bring them together in no matter how angry a dispute, the tendencies are all the other way. Add an honest desire on the part of each to see the difficulty ended, and a willingness to yield minor points to that end, and a settlement is practically assured.



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- Feb. 2, 4, 8, 15, 20, 23.
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- April 8, 9, 10, 12, 22, 26, 27.
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A large part of the material has been furnished by the men who took prominent parts in the difficulty. The author has been fortunate in securing interviews with nearly all the men whose names appear in the "Inquiry", and more fortunate in finding them willing to discuss the question fully and frankly. Their active participation gives peculiar interest and authenticity to their accounts.

Following is a list of the principal interviews:

Hon. J. Warner Mills, legal adviser of Gov. Waite through the difficulty.

Dr. Wm. F. Slocum, President Colorado College, prominent in the attempt at arbitration.

Rev. E. Evans-Carrington, delegate to Altman in attempt at arbitration.

Mr. Percy Hagerman, prominent mine owner.

Mr. Wm. Lennox, { Prominent mining men and lessees of the
Mr. E. W. Giddings, { Strong Mine at the time of the strike.

Mr. Sam McDonald, Superintendent Strong Mine when it was blown up, imprisoned by the miners.

Mr. W. F. Bowers, Sheriff of El Paso County in 1893 and 1894.

Mr. W. S. Boynton, County Commissioner El Paso County at time of strike.

Judge Louis W. Cunningham, Judge of District Court, Colorado Springs (1903), Counsel for Miners in 1895.

Mr. E. W. Pfeiffer, Chairman Board of County Commissioners Teller County (1903), Union miner and partner of General J. J. Johnson at time of strike.

Mr. John Calderwood, President Miners' Union during the trouble.

Mr. C. N. McMillan, Vice-President Altman Union, 1894.

Mr. Walter Russell, Vice-President Victor Union through difficulty.



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GENERAL WILLIAM J. PALMER.

TRIBUTES TO THE LATE WILLIAM J. PALMER FROM HIS FELLOW CITIZENS IN COLORADO SPRINGS.

EDITED BY MARY G. SLOCUM.

It is the wish of the trustees of Colorado College that a brief record be published of the witness borne by the fellow citizens of General William Jackson Palmer at the time of his death to his great friendship to the community of which he was the foremost citizen and the College of which he was the founder.

The story of his life as a youth, as a valiant soldier, as a pioneer in western railroad engineering, cannot be told here, and only the briefest outline of the last months of his life can be given.

On October 27th, 1907, General Palmer was thrown from his horse not many miles from his home and sustained injuries from which he never recovered. Until this time he had had unusual health and vigor and took great delight in exercise in the open air, walking and riding many miles each day. During the months that followed this accident, he often had much suffering and always great physical restriction, both of which were borne with great bravery.

On March 13th, 1909, he died peacefully in his home at Glen Eyrie, surrounded by all the members of his immediate family and a few close friends.

The arrangements for the funeral were made in accordance with his own wishes and those of his family for all absence of ostentation, at the same time with the consideration of the public that wished to pay outward respect to the memory of the greatest benefactor the city and the State has ever had.

The body was cremated in Denver and on the arrival of the remains at noon on March 17th, was met at the station

by a large number of personal friends as well as the bearers, Mr. W. A. Bell, Mr. D. C. Dodge, Mr. T. J. Fisher, Mr. F. Greene, Mr. L. H. Myers, Mr. W. W. Postlethwaite, Mr. W. L. Selater, Mr. W. F. Slocum and Mr. E. C. Van Diest. Many were also there who, though not personally known to the General, counted themselves as friends because of what he had been to them as a fellow citizen. The faculty of Colorado College formed a body guard on either side of the hearse, while the student body followed it to the grave on foot and with uncovered heads. It was one of Colorado's glorious typical days. As the long line went on its way to Evergreen Cemetery, though with sad hearts and a sense of irreparable loss, a note of hope and promise for the future was struck, as the great friend of all would have had it, in the suggestion of strength and of promise that came from the hundreds of young lives present for whom and for many students to come after them, he had made so much possible.

As they marched on in the sunshine under that clear sky, following all that was mortal of their friend, one could not but feel the immortality of such a service as his life had been.

A path of pine boughs led from the main road to the family lot. This lies on the plains facing the mountains and overhung by native pines. One could not conceive of a place more suitable for this last resting place. The lot was entirely covered with flowers laid on pine branches. Immediately surrounding it were the men employed in the Glen Eyrie home and close to this came a circle composed of hundreds of men, women and children, who stood quietly and reverently through the service.

General Palmer belonged by birthright to the order of Friends. Though a deeply religious man, he shrank from any expression of religious faith or experience. In the service specially prepared by the Reverend Arthur N. Taft of St. Stephen's church, the emphasis was laid upon his great love of justice, his sense of obligation to his fellow men and

his inherent modesty and avoidance of any act that seemed in the least to draw attention to his own personality. This was especially marked in the following reading from the Scriptures at the opening of the service:

"The righteous live for evermore: their reward also is with the Lord and the care of them is with the Most High."

"For what doth the Lord require of thee but to do justly and love mercy and to walk humbly with thy God."

"If a man be just, and do that which is lawful and right he shall surely live, saith the Lord God."

"For the righteous Lord loveth righteousness and his face shall behold the thing that is just."

"Lord, who shall dwell in thy tabernacle: or who shall rest upon thy holy hill?

Even he that leadeth an uncorrupt life: and doeth the thing which is right, and speaketh the truth from his heart.

He that hath used no deceit in his tongue, nor done evil to his neighbour: and hath not slandered his neighbour.

He that setteth not by himself, but is lowly in his own eyes: and maketh much of them that fear the Lord.

He that sweareth unto his neighbour, and disappointeth him not: though it were to his own hindrance.

He that hath not given his money upon usury: nor taken reward against the innocent.

Whoso doeth these things: shall never fall."

The urn containing the ashes was lowered into the grave by General Palmer's son-in-law, Mr. Leopold H. Myers and by his close friend and business associate of many year's standing, Colonel D. C. Dodge of Denver. After the simple service the large crowd dispersed as quietly as it had gathered. Its spirit was singularly unlike that of those who are wont to gather at the grave of a distinguished public man. It seemed rather as if only personal friends were paying their last outward token of love and respect to a dear personal friend.

During the day business was suspended in the city and the schools were closed. On the following day a public ser-

vice was held at 3:00 o'clock in Perkins Hall of Colorado College. Dean Edward S. Parsons presided and the Rev. Arthur N. Taft led the devotional service. Addresses were made by President William F. Slocum, Mr. Irving Howbert and the Rev. James B. Gregg, D.D., all personal friends of General Palmer and each representing a large circle of interests which had been fostered and strengthened by him.

The addresses are given here in full.

PRESIDENT SLOCUM'S ADDRESS.

A great man has passed out from our midst, but the influence of his life can never go from us. It is very seldom that so much has come from a single person to any city or community as has come to this commonwealth and to this city from the life of General William Jackson Palmer.

Whatever he has brought to pass and whatever his generosity has accomplished are the outcome of his character. Grateful as we are for the gifts from his hand, our gratitude is still greater for these traits of his character and that noble manhood which have left to this community ideals of integrity, of citizenship, of personal kindness, of the power of leadership, which are the best contribution that any man can bequeath to others. While we have in mind the gifts without which this institution would not be here today, and which have done so much to transform Colorado Springs into one of the most delightful places of residence in our whole country, we are thinking especially of his character, of his spiritual quality, of his intellectual power, which were expressed in what he did for others.

It is most difficult to analyze a character like that of General Palmer. So modest and unassuming, that he never asked anything for himself, he was a statesman who wrought for his country without ever asking any official recognition. He was a soldier who was always at the front and who never

asked others to bear heavier burdens than he did, or exposed them to any more serious danger than he himself faced.

His imagination created an empire with its cities, its homes, its factories, its educational foundations, where others saw only an arid plain stretching up to barren mountains. With prophetic insight he acted where others hesitated. By what he did we can know his character and those intellectual qualities which ranked him among America's foremost men.

General Palmer was a man of superb courage. He did not know what personal fear was.

His sense of justice was the main factor in his character. There was nothing which he sought more earnestly than to be absolutely just to every human being. It was this that led him to that unusual act of setting aside, with his business associates, a million dollars from the sale of their railroad property to divide among its employees. This was done because he felt that they had a just claim to it. He never regarded it as an act of philanthropy, but as a payment of a recognized debt.

He was a man of unusually clear convictions which were often in advance of his time. They were the result of careful thought and close study of persons and events. He had an accuracy of memory for infinite detail which is rarely equalled and almost never surpassed. His fund of knowledge in regard to a great variety of subjects was phenomenal. It was seldom that one called his attention to a subject of importance without soon finding that already he was familiar with it and had views of value concerning it. The judgments which he passed upon great questions, upon public men and upon large enterprises usually proved in the end to be correct.

In any just estimate of his character one must place at the very front his great courtesy and personal kindliness. He was born to command; few men ever possessed greater capacity for leadership than did General Palmer. Soldier and citizen

alike felt the power of his commanding personality and delighted to obey him. Instinctively he led and others followed. But however great was this commanding personality, and however far-reaching this power of leadership, he never for one moment lost that marvelous courtesy which impressed itself upon every human being with whom he came in contact. The simplest servant on his place at Glen Eyrie, the most ordinary brakeman on a railroad train, the servant at his table, felt that princely courtesy just as much as the most distinguished guests that were entertained in his home. No trait in all his character more thoroughly exemplified the greatness of this great man than this never-failing, courtly, simple and genuine courtesy, which was the outcome of his inner spiritual life and that great kindness which he felt for all classes and conditions.

His courtesy was the outcome of his great kindness. No one will ever know who comprised the vast number of people who have experienced the results of his generosity. He never let his left hand know what his right hand was doing, but his right hand was ever busy with acts of practical charity. His benevolence was the outcome of a great sympathetic and generous heart which ever considered the personal need of the individual. It was this personal interest in human beings which led to his large gifts. It was because he wanted children happy and everyone to enjoy the beauties of nature and the health that came from out of door life, that he gave our boulevards and our parks and the many paths and drives through the mountains.

It was this same personal interest in humanity that made him the founder of this college. Before there was a house on this arid plain he set aside this campus for an institution of learning. When there was nothing here he thought of the unknown men and women who were to be blessed in the years to come by this college.

As the pressure upon him of his great enterprises relaxed

and he retired as far as possible from the business world, he took much of the time at his command to think and plan for what he wanted the college to be. He studied the plans for its buildings, the arrangement and parking of the campus and the equipment of the laboratories: in fact every detail of the institution was known to him.

He asked questions about its students, what they were doing, what became of them, and what service they were rendering to their country. No one more conscientiously attended the meetings of the board of trustees and had clearer views of the individual members of its faculties. Because he knew what the college was and what it might become, he gave to the erection of its buildings and to the creation of its endowment. His life is recorded in the history of the commonwealth in what he did for it.

DR. GREGG'S ADDRESS.

A great English poet has spoken of

"That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love."

Few lives covering more than three score years and ten have been so rich in such acts of kindness as this life that we remember with gratitude today. There are men of wealth who bestow large sums of money in public munificence which assures the blazoning of their names abroad, but to whom individual needs, the needs of the unknown man or woman—poor, sick or in any sort of trouble—do not appeal.

General Palmer, while a far-seeing and most generous benefactor toward public ends—witness Colorado College, Tuskegee College, and our magnificent Colorado Springs park system—abounded also in personal ministries. He made, for example, a most generous annual contribution to our Associated Charities. But he went farther, quietly and

privately—he came to the relief of the poor wretch in the grip of the unscrupulous and merciless chattel-mortgage lender, extorting from his victim interest at the rate of 60 per cent. a year, and loaned to the hapless sufferer the money needed at 5 per cent. a year.

He purchased for the cripple an artificial limb; he paid for the performance of a needed operation by the most competent surgeon, and sent the patient subsequently to a low altitude for several months to recover, paying all bills. He paid rents for widows in destitute circumstances, and helped persons out of financial embarrassment.

None of his old comrades in arms coming into stress of need appealed to him in vain. His response to these who sought help was quick and generous. He was reluctant to withdraw his help and sympathy even from those who showed themselves unworthy of it. His disposition was to give them another and another chance. “He was kind to the unthankful and evil,” said one who had served under him during the war, and had known him for nearly a half a century. “He was the most forgiving man I ever knew.”

Two magnificent acts made known in a striking way to the world at large his thoughtful care for all who, even in the lowliest capacity, had served under him. One was the distribution, upon the sale of the Rio Grande Western railroad, of a million dollars among all employes of the road, from the superintendent down to the tracklayers. The other was the bringing out to Colorado Springs, and liberal entertainment here for five days, of all the surviving members of his old regiment who could come—285 men in all, from 25 states of the Union. Those who saw it will never forget his affectionate remembrance and greeting of each and every one of his old comrades.

The wide publication in the newspapers of this princely act of hospitality and kindness to old army men, brought to him many appeals for veterans or their widows from all

over the country, and these, too, after proper investigation, did not go unregarded. But those who have been near General Palmer know that these unavoidedly published instances of his personal sympathy with all who had wrought under him, only revealed his thoughtful regard for all who, in private as in more public capacity, were in his employ.

There are thousands of persons all over the world today who will echo the words of William Alexander Platt's grateful tribute in this morning's *Gazette*: "Kindness and consideration from him marked every step of our intercourse."

Courtesy was native to him, kindness a law of his being. He was by nature and habit a sharer of all things that he himself enjoyed. I remember from my school days Xenophon's characterization of the Persian prince, Cyrus; how, when especially delicious viands came upon his table, he would send thereof to his friends, desiring his bearer to say, in presenting them, "Cyrus has been delighted with these, and, therefore, wishes you also to taste of them."

That was General Palmer's fashion of directing, even when he was abroad, flowers to be sent from his greenhouses to his friends in Colorado Springs; and of sending, as Mr. Platt notes, clippings from newspapers, with marginal comments, or a good jest that he thought his friends would enjoy as he had done.

I never had to do with any man who was so prompt and unfailing in replying to every communication and in acknowledging everything that might be construed in the light of a service or a favor. It was a joy to do things for him, because he was so appreciative of every service. He gave generously of his money to all that were in need. But he gave something better, nay, the best, he gave unstintedly himself. And through all his beneficence, in the words of the greatest of our American poets, there ran

"A graciousness in giving, that did make
The smallest gift greatest."

In fine, as I think of this great good man, of his character and his life, there keep flowing into my mind sentences of the good great book, and especially of the Sermon on the Mount, which seems most adequately to portray what he was, the strength and dignity and charm of his nature:

“Blessed are the merciful!” “When thou doest alms, let not thy left hand know what thy right hand doeth, that thine alms may be in secret;” “Not until seven times shalt thou forgive, but until seventy times seven;” “Freely ye have received, freely give;” “Do not your righteousness before men to be seen of them;” “Then shall the King say unto them: Come, ye blessed of my father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and ye gave me to eat, I was thirsty and ye gave me to drink, I was a stranger and ye took me in, naked and ye clothed me, I was sick and ye visited me, I was in prison and ye came unto me.”

Such words suggest what General Palmer was and what he was accustomed to do. Our hearts are heavy today for the loss of one who belonged to us all, who was a common good. We can but

“Mourn for the man of amplest influence,
Our greatest, yet with least pretense;
Great in council and great in war,
Rich in saving common sense,
And, as the greatest only are,
In his simplicity sublime.
We revere, and while we hear
The tides of music's golden sea
Setting toward eternity,
Uplifted high in heart and hope are we,
Until we doubt not that for one so true
There must be other nobler work to do,
And victor he must ever be.
What know we greater than the soul?
On God and Godlike men we build our trust.

Ashes to ashes, dust to dust,
 He is gone who seemed so great—
 Gone; but nothing can bereave him
 Of the force he made his own,
 Being here, and we believe him
 Something far advanced in state.
 And that he wears a truer crown
 Than any wreath that man can weave him."

MR. HOWBERT'S ADDRESS.

The life of General William J. Palmer has been one of the most potent factors of the four decades in the upbuilding of the city of Colorado Springs, the state of Colorado, and the entire west. It has touched and inspired, in almost every line of activity, the growth and the development of this region. Of his remarkable genius, of his charity and philanthropy, of his many benefactions to city and state, of the courage that achieved on the battlefield, and in the struggles of the pioneer west, of his splendid character, of his manhood and his broad humanity—of all these you have heard. There is, however, in another direction something to be said of the imprint which General Palmer left upon his time and generation. In a strictly material sense, there is due to him an everlasting debt of gratitude from the community which owes its very existence and its present-day prosperity to him, and to him almost exclusively. It is fitting that something be said, upon this occasion, to bring to you a realization of the far reaching influence which its founder has exerted in the making and in the molding of the life and character of the city of Colorado Springs.

Let us go back to the summer of 1869, when General Palmer made his first visit to this region. Colorado City, then 10 years old, had played an important part in the early history of El Paso county and of the surrounding section, but in the lull that followed the first mining excitement, the

town had gradually decreased in size until it then had less than 100 inhabitants. Since the boom days of '60, there had been no newspaper published in the town. So small was the business over the telegraph line which ran from Denver, that the company kept no operator, but maintained the station only for the purpose of testing the line.

At Manitou, there was a single claim cabin built and used by the persons who had taken up a homestead to acquire title to the mineral springs. Cattle, grazing on the hillsides, drank unmolested from the springs, around which no protection had been thrown. The beautiful scenery and splendid climate of the region were known to very few outside of the people of this locality.

That part of the present site of Colorado Springs east of Monument creek was entirely unoccupied. Along Shooks Run, a few claims had been taken up, presumably for the purpose of controlling the water that came to the surface, rather than with the object of acquiring title. The land where the town is located had previously been taken up and subsequently abandoned because the poor soil and lack of water gave too little promise of its ever being of value. For years it had been used principally as a grazing pasture for sheep and cattle; at times great herds of antelope roamed over it, and only a year previous hostile Indians had killed three persons within its limits.

Most of the valley of the Fountain, for 20 miles below Colorado City, was occupied by ranchmen; considerable land was under cultivation, but the lack of a market made farming unprofitable. The eastern portion of the county was sparsely settled by cattle and sheep men whose herds and flocks wandered over a wide extent of unoccupied country. On the divide, a few sawmills were cutting timber, but there was little profit in the business because it took a week to make a round trip to Denver, the only market for the product. In the entire county there was possibly a total population of 1,000.

Wagon roads, largely as nature made them, connected Colorado City with Denver and the south. The ancient trails made by the Spaniards in their early explorations and travels to the north, crossed the townsite of Colorado Springs near or possibly over the present College campus. The old Indian trails, straggling in from the east, met at a point on Monument creek, ran up the valley of the Fountain to the wonderful healing springs, the fame of which had spread among tribes near and far, and there joined to form the historic Ute Pass trail.

To this barren and arid plain, to this region apparently lacking in all resources, except the limited ones I have mentioned, in the summer of 1869, came General William J. Palmer. With that clearness of foresight and that remarkable insight into the future, with the prophetic vision of a great empire builder, he realized the unique and the unsurpassed advantages, and saw the tremendous possibilities of this "worthless" flat at the foot of Pike's Peak. Where others had seen nothing that even hinted of future greatness and prosperity, General Palmer pictured a beautiful city and dreamed of a community whose fame should spread with the increasing years to all parts of the globe. On this spot he conceived the mecca of the tourist, the invalid and the home seeker—the ideal residence city of the continent.

After his first visit, General Palmer wrote:

"I am sure there will be a famous resort here soon after the railroad reaches Denver."

When his plans became known in Colorado City, there were those who termed them visionary, but others of us saw the great possibilities, and we gave to him in his new work all the assistance in our power.

The coming of General Palmer was the turning point in the history of this region. From the day he first rode over the site of the city which is today his proudest monument, practi-

cally dates all the prosperity this county has experienced. Seeing, he acted. With his boundless faith in the future of this great, unmeasured west, this energetic clear-sighted pioneer and prophet, this hero of many battles and builder of railroads and communities, mustered the forces which resulted in the founding of the colony and the subsequent development of the Pike's Peak region.

He laid the foundation on broad principles; he saw as no one else could see, the possibilities of this region as a health resort; he realized how attractive nature's wonders could be made to the tourist; he appreciated the superior qualities that would make his colony a city of homes. This worthless tract of land he bought. And upon it he laid out a town with broad avenues and ample streets. Each street he lined with trees, and then to supply these trees and the town site with water, he constructed canals and a network of ditches—all of this without expense to the people. Even as he surveyed the contour of the land, he mapped out the site of Monument Valley park and laid plans which have given to the city today its magnificent system of parks, driveways and mountain trails.

Soon afterwards he established the Out West, the first permanent newspaper to be published in El Paso county. For years he maintained this paper on a very high plane, and sent copies of it broadcast over the world. He instituted an extensive advertising campaign, and news of the unique colony was spread throughout the eastern states. The early literature placed emphasis upon the climate, the mineral waters, the valley farming, the nearby timber, and the general attractiveness of this region. Agents were dispatched through a considerable portion of the middle west, telling of this proposed colony and of its peculiar possibilities.

The very fact that the town was laid out on such generous lines, and above all, that the liquor clause had been inserted in the deeds to the land, was an invitation to the better class of people only. From the start, those who came here were

of the class that is a credit to any community. Among the first arrivals were many who came for lung troubles and other ailments, and who recovering their health, were so charmed with the climate and the beautiful surroundings, that each and every one became an active advertising agent for Colorado Springs. General Palmer had had experience with other frontier towns, and the liquor clause was primarily not a moral but a practical measure in the broadest sense of the word. As a result of it, the town never experienced that wild life that customarily goes with the early days of most western settlements. The wisdom of General Palmer guided it safely through that stage of western existence, and his wisdom has in this respect proven a valuable factor in determining the growth and the individuality of the city.

From the beginning, General Palmer was thoroughly identified with the best interests of the community he had established. Mrs. Palmer herself taught the first school ever organized here. He founded Colorado College, set aside land for its campus and himself lifted the first spadeful of earth for the initial building. He made provision whereby a church of every denomination was to receive from the company a building site free of cost. The first buildings to be erected were the hotel for the accommodation of the public, and the offices of the Colorado Springs Company; and immediately after the arrival of the Rio Grande railroad, he established the general offices of the railroad company in this city. He acquired Manitou, and began improvements which in a short time made it known all over the world. The building of his own home in the mountain retreat at Glen Eyrie, made him a part of this region, and after he had finished his great work in the western part of the United States, and in Mexico, it was to his home here that he came to spend the remainder of his life.

No matter what the cost, he never failed to act for the best interests of the town. At its inception, General Palmer

was not a wealthy man, and he had to interest many of his friends in carrying the load. The company expended, as General Palmer himself has said, more than \$200,000 in Colorado Springs and Manitou before the share holders had any return whatever from their investment, and 13 years elapsed before the company paid a dividend. This of itself shows the broad-minded and liberal policy adopted in his dealings with the city. It shows his deep and abiding faith in the future.

Essentially, General Palmer was a great upbuilder. The Rio Grande railroad, which he conceived, and in the conception of which had come the first suggestion of the town in the shadow of Pike's Peak has grown to be one of the most important systems in the west, and has, by its extension into the southern and western parts of the state, had more to do with the development of this vast empire of Colorado than any other single factor, thus confirming his prophetic insight into the future. The little town he located on a barren, sandy flat, with no resources except its healthful climate and attractive scenery, has become the beautiful town of homes, wealth and refinement—and it must have been a great source of satisfaction to General Palmer that he lived to see even his most optimistic vision more than fulfilled in the splendid community that has arisen where he planted the first stake.

Often when this city was first established, the question was asked: "What is there that should warrant the building of a town at Colorado Springs?" That same question has been asked many times since, and all the time the town has grown steadily and substantially until to-day it is the third city, in point of population, in the state. In his early letters General Palmer answered the question by giving this as his conception of the Colorado Springs of the future: "The most attractive place for homes in the west—a place for schools, colleges, literature, science, first-class newspapers and everything that the above imply." The city was hewn close to the lines upon which it was conceived. General

Palmer was truly the father of the town, not merely its originator and founder. To General Palmer, Colorado owes much, El Paso county still more and Colorado Springs most of all. Colorado Springs was the child of his brain and he followed it step by step until that time came when, because of his wise and careful guidance, it was able to stand alone. In the city of today, the city he created, fostered and watched through all its youthful days, is the realization of his early prophecy. To the wisdom of his plans, to his clear insight into the future, to his genius as a creator and builder, is due today the present prosperity of this community, a prosperity that rests on as firm and secure a foundation as that of any city in the land. In truth, there are very few factors in the present-day prosperity of Colorado Springs and of El Paso county in which the influence of General Palmer has not been directly or indirectly felt. He will be remembered for many things, but none will shed greater luster on his name than the fact that he founded and builded here at the foot of America's noblest mountain this beautiful city of homes.

RESOLUTIONS BY THE FACULTY OF COLORADO COLLEGE.

At a meeting of the Faculty of Colorado College, the following resolutions were passed:

"By the death of General William Jackson Palmer, Colorado College has lost its best friend. At the time the city was founded his far-sighted wisdom saw the opportunity a college could have in Colorado Springs; his thoughtfulness provided for the institution before it came into being; from the beginning his practical sagacity directed its counsels and his lofty ideals determined its character. At every emergency in its development he came to its help, not only with the generous aid of his money, but with the unstinted gift of his time and his unfaltering interest and confidence. The college, with its already notable history and the character and record of the young men and women who have gone out from it, is one of the noblest of all monuments to his prophetic vision and his devotion to the good of those among whom he lived."

The survivors of the 15th Pennsylvania Cavalry Regiment decided shortly after the death of their commander, to place a bronze tablet to his memory in Palmer Hall of Colorado College.

On the 20th day of October, 1909, this was presented to the authorities of the College by Major Henry McAllister on behalf of the regiment, and received, in the name of the College, by President Slocum.

The tablet is three feet by two and is placed in the wall of a main hall in the building.

It bears the following inscription:

IN LOVING REMEMBRANCE OF
GENERAL WILLIAM J. PALMER
15TH PENNSYLVANIA CAVALRY
BY THE SURVIVORS OF THE REGIMENT
1909

The public was invited to join the college in the dedication exercises. Several of the old regiment were present and representatives of various veteran organizations and Soldiers' Relief Societies. The College Hymn, "O God, our help in ages past," was sung at the opening of the exercises and "My country! 'tis of thee," at the close. Dean Edward S. Parsons led in the prayer of dedication.

The addresses are given in full.

MAJOR McALLISTER'S ADDRESS.

I am sure that upon none save the immediate members of his family, did the death of General William J. Palmer fall with a greater weight of sorrow than upon his old comrades in arms of the Fifteenth Pennsylvania cavalry.

Each one of the surviving members felt that he had sustained a severe personal bereavement. Each of them felt that the strongest link in the great chain of eternal order that

connected him with a memorable and glorious past had been broken; each was brought face to face with a realizing sense of the stern certainty that in a few, a very few, years all of those who took an active part in the work of those tremendous days of 1861-65, when a man could live a lifetime every 24 hours, will see the last of earth.

The members of General Palmer's regiment never looked upon the General in the light in which he was viewed by those whose acquaintance with him originated after the war. They did not think of him as the capitalist, the great man of business, the philanthropist. To them he was still their dashing and gallant colonel. They pictured him in their minds during the last 40 odd years as they saw him during the war at the head of their regiment, rushing along with unexampled celerity over the mountains, across the rivers and through the corn and cotton fields of 10 great states.

Owing to General Palmer's prominence as a young man in Pennsylvania, when the war broke out, his high standing as an attaché of the Pennsylvania railroad and the private secretary of its president, he attracted to his command a body of young men who more nearly resembled the cavaliers who were led by Prince Rupert, than the praying, psalm-singing round-heads who followed Cromwell. They were, as a rule, very young men. They came largely from mercantile establishments—some were the sons of farmers, whilst a large number left the schools, colleges and universities of Pennsylvania to join the regiment.

These young men had probably felt fewer of the restraints of civil life than most young men of that period. They were spoiled boys, as it were.

To fit them to the procrustean bed of a military life was therefore no easy task. They naturally at first resented strict camp regulations and the discipline imposed upon them as unnecessary. They had joined the army to fight, and not unceasingly to drill and parade and to perform guard and fa-

tigue duty. To meet such a condition no man was ever better equipped than General Palmer. A natural dignity of character and manner; unyielding firmness without a trace of truculence; the exaction of implicit obedience to every order; justice administered with unusual judgment, with absolute disregard of rank in the regiment or previous station in civil life; blindness to such youthful and harmless peccadillos as did not impinge upon military efficiency, soon brought about the most perfect order and discipline in camp. In the field nothing was needed but a leader, and they had in General Palmer such a leader as few cavalry regiments ever had. A soldier fears timid, incompetent leadership, a costly and stupid blunder such as directed the charge of the 600 at Balaklava.

General Palmer's conduct as a soldier was marked by a prudent temerity. He believed and always acted upon the belief that a vigorous, unhesitating attack was conducive to the safety of his command. Many times his prisoners were surprised and mortified to find that they had been captured and their forces scattered by a body of men perhaps a third of theirs in number.

General Palmer once parried a question touching the strength of his command put to him by a prominent Confederate general who had been captured together with nearly the whole of his command, giving as a reason that his prisoner's feelings might be hurt at learning that his captor's numbers were insignificant as compared with his and that it might discredit him in southern military circles.

Despite General Palmer's splendid record as a soldier in the Civil war, he was essentially a man of peace. He believed that war was a fragment of savagery inherited from remote ages. He told me in Philadelphia in 1862, and repeated the remark to me at Glen Eyrie a year before his death, that he strongly favored the purchase by the government of every slave in the south at twice or thrice their market value, if necessary, in order to avert war.

When he became convinced that nothing but a dissolution of the Union and the formation of a new nation with slavery as its corner stone would satisfy southern statesmen, he despaired of avoiding war and joined the army.

It was owing to his radical views in favor of peace that he was nominated as a candidate for the presidency of the United States in 1900 by a party whose views coincided with his. As a late incident showing his repugnance to war, I will state that a short time prior to his death, a number of General Palmer's military friends in Colorado urged him to become a member of the military order of the Loyal Legion of the United States, an organization composed of commissioned officers who served with credit in the war for the preservation of the Union. The general expressed his entire willingness to join the organization, and all the preliminary papers were prepared. In order that he might fully understand the objects and aims of the organization, I sent with the papers a copy of the constitution of the order. He returned the latter next day with the statement that one clause sounded a little too warlike to be supported by a member of the Peace society and asked if the objectionable paragraph could be suspended as to him. Immediately after this he started on his last trip to England, and the matter was finally dropped.

Friends, I have already trespassed too much upon your time, and have perhaps departed too far from the business that has called us together. But for my prolixity I take refuge behind the words of Burke: "Pardon the garrulity of age, which loves to diffuse itself in discourse of the departed great." At my years we live in retrospect alone. Unfitted for vigorous life, we enjoy the best balm to all wounds, the consolation of friendship in those only whom we have lost forever.

After General Palmer's death the survivors of his regiment whose names are attached to this memorial tablet, after some thought as to what should best be done to give

physical expression to their love and reverence for their dead colonel, concluded to prepare a tablet to his memory. There could be no controversy over the location. Where could there be a more suitable place than Palmer Hall—this fine building that bears his name—of Colorado College, for the foundation of which he cast the first spadeful of earth, and which has been the recipient of his many munificent gifts for its support and future growth, the practical evidence of his love and partial care; in the city of Colorado Springs which he founded and adorned; within sight and sound of the railroad constructed by his genius; within the shadow of the mountains whose resources, discovered and developed by him, have enriched a continent.

I have just received the following message from the regimental organization in Philadelphia, which I take pleasure in reading:

“PHILADELPHIA, PA., October 20, 1909.

“Major Henry McAllister:

“DEAR COMRADE—It seems fitting as you gather together, that some word should be spoken for those who are far away, but who are interested in your proceedings this day.

“Forty years after the great conflict which called us together as an organization, William J. Palmer paid his greatest tribute to the men of his old command in the concluding paragraph of his ‘Introductory’ to the published history of the Fifteenth Pennsylvania cavalry, ‘That I am proud to have commanded and to have since retained the respect and confidence of such a body of men goes without saying.’

“The pent up feeling of that old regiment goes out today in the inscription upon the tablet you dedicate ‘In loving remembrance of General William J. Palmer.’

“We can not be with you on this occasion—very many things prevent a second march by the old regiment upon Colorado Springs, but as you conclude your ceremonies, you may look around and in your fancy see the old command

assembled and mark their nods of approval to this, the last tribute to our beloved commander.

"Our ranks have thinned since those memorable days. Very many of the boys who rode with us at Antietam, Stone River, Tullahoma, Chickamauga, Sequatchie, in our first Tennessee campaign at Dandridge, Mossy Creek, Sevierville, the Atlanta campaign, the capture of Hood's pontoon train, the second east Tennessee campaign, and the pursuit of Jefferson Davis, have passed on to the other side and joined the great majority; and yet in all these years, remembering the lessons we learned in those early days, we have the most splendid and complete organization of any veteran regiment of the great war; a marked monument to our old commander and the genius of his faithful lieutenant, Colonel Betts.

"In those early days we had not learned to fully appreciate the character of our colonel, but as time went by, and as the regiment developed under his careful training—his military genius, his wonderful knowledge and memory of men and things, and the perfect confidence the men had in his leadership and his great bravery, all showed to us that William J. Palmer was no ordinary man.

"As time goes on and the remnants of the grand old army melt away, very much of that great struggle will have been forgotten. The deeds and heroism of particular regiments and men will have passed out of mind, and only the great and momentous events of that war will stand out before the coming generations—then this tablet will be 'In loving remembrance to General William J. Palmer.'

"But until the last man of the old 'Anderson cavalry' shall have been 'mustered out,' and shall have answered to the reveille above, the memory of William J. Palmer, his valor, his patriotism, his unflinching devotion to duty, his care for the men of his command, and above all his great services to his country, will ever be kept alive, and then this tablet will stand 'In loving remembrance of General William J. Palmer.'

"The services of General Palmer as a citizen, particularly to his adopted state and city, can be better told by others than by his old comrades, but Palmer as a soldier and as a man can not be better understood than by the perusal of those letters written to his uncle during his connection with the regiment, and one particular letter, dated February 12, 1865, should be painted in letters of gold and placed in the archives of Colorado College, where you are now unveiling the tablet to his memory.

"The officers of our association, in submitting this tribute to the memory of General Palmer, feel that they are giving expression to the sentiments of every survivor of our regiment, and that no words could be written that would place too high an estimate on the service he rendered his country in the great war of 1861 to 1865, as a cavalry commander of great ability and unswerving determination to do his best for the suppression of the rebellion and the preservation of the Union—the cause for which we all fought.

SMITH D. COZENS,
Vice President.

JOHN F. CONAWAY,
Secretary.

THEOP. H. SMITH,
Treasurer.

CHARLES H. KIRK,
Assistant Secretary.

REV. W. H. GRAFF,
Chaplain

"We extend our greeting, and heartfelt best wishes to all assembled at this unveiling.

"Yours fraternally,

"JOHN F. CONAWAY,
Secretary."

Mr. President, members of the faculty and students of Colorado College: As the mouthpiece, and in the name of the few members of General Palmer's regiment who are present; in the name of the greater number who are not here, but whose thoughts flowing in from 35 states are about us at this moment,

I present to Colorado College a tablet in memory of General William J. Palmer, with a list of all the surviving members of his regiment. We are not ignorant of the fact that the best monuments to his memory are the splendid and durable buildings which stand upon and adorn this campus; the city of which they are so important a part, and the hundreds of millions of wealth, the product of the peace he loved so well, flowing out of every pass and canon in the wondrous mountains over the lines of railroad projected and built by him; but if a glance at this tablet should bring to the minds of the present and future students of Colorado College the name of him who so unselfishly aided them, through their alma mater, and arouse in them an ambition to take the greatest possible advantage of the opportunities he has placed before them to become good, intelligent and useful men and women, then this tablet will not have been placed here in vain.

RESPONSE BY PRESIDENT SLOCUM.

In behalf of the Board of Trustees, the Faculty and students of Colorado College, I thank the members of the Fifteenth Pennsylvania Cavalry for entrusting this institution with this memorial tablet. It is both sacred and pleasant to have placed on the walls of this building, which bears the name of "Palmer Hall," this bronze which will ever remind those who pass this way of him whom we love and honor.

In the years to come thousands of young men and women will read these words: "In loving remembrance of General William J. Palmer," and think of our great and true friend who has gone and of you who have placed this inscription on these walls. It will make them think of the country which they too are to serve, and because of it they will be nobler, braver and more generous in word and deed.

This flag which has veiled your tablet, is the one he gave when the regiment occupied the college residences, and

during your stay here as his guests it floated over the college campus. It seems most fitting that it should greet us here today, recalling once again his loyalty to the highest interests of the country and his unfailing fidelity to those whom he loved.

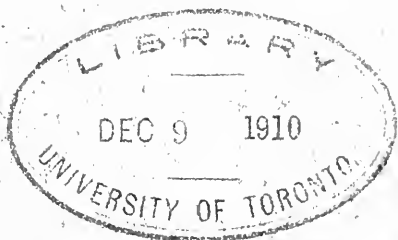
In the name of Colorado College we accept this trust and we hope that in all time to come this institution, which he founded, will cherish his memory in loving remembrance.

Though these tributes express inadequately the honor and affection his fellow citizens have to General Palmer, it is a satisfaction to the authorities of the college to have them placed in permanent form.

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President William Frederick Slocum.

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SCIENCE SERIES.

Nos. 1-29 Science Series, 1-4 Social Science Series and 1-14 Language Series, have appeared in *Colorado College Publication*, Vols. 1-10 inclusive. Nos. 1-17 Science Series, 1-3 Social Science Series and 1-9 Language Series, are out of print.

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- No. 30. Dedication Address.—*President David Starr Jordan, Leland Stanford Jr. University.*
- " 31. Science Address.—*President Charles R. Van Hise, University of Wisconsin.*
- " 32. Dedication Sermon.—*Professor Edward C. Moore, Harvard University.*
- " 33. Summary of Meteorological Observations, January to June, 1904.—*F. H. Loud.*
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THE NATION'S GUARANTEE OF PERSONAL RIGHTS.*

WILLIAM FREDERICK SLOCUM.

It is well from time to time to consider the things in our Constitution which are at the basis of our political institutions, and to recall those privileges which are ours because we are citizens of the United States. It is still more important to rouse our consciences and quicken our thoughts lest we forget those conceptions of justice and civil liberty which our fathers gave to us as the outcome of their serious thinking and devotion to high political ideals.

The problems of our country, as the years have come and gone, have become more rather than less complicated. Our responsibilities are graver than were those of our fathers. Dangerous national temptations have arisen with the enlarging power which has come to the American nation.

This is why I am reminding ourselves, political offspring of those who loved justice and righteousness more than all else, of a few of the inheritances to which we must be loyal if we are to conserve that which makes for the stability of our government and the preservation of our institutions.

As one examines critically present day politics and social conditions, he realizes that this is not a time for either shallow optimism or desponding pessimism.

Comparisons at best are more or less odious, and it is not becoming in us to boast overmuch of our superior wisdom

*Commencement Address given at Leland Stanford Jr. University, May 23, 1910.

when our political institutions are in such large measure the logical evolution of those liberties that made the England from which our ancestors came, which, in more ways than one, is the progenitor of much that is best in the political and intellectual life of the American people.

If the earlier relation with our mother-country was strained, and the formal governmental bond was severed, we ought never to forget what has come to us from the spirit which created the Magna Charta, free Parliaments, and gave in the English common law the basis of our system of jurisprudence.

Our theme is *The Nation's Guarantee of Personal Rights*.

Professor John W. Burgess, to whose teaching I am under lasting obligation for some of the views in this address, has clearly indicated in the chapter on "Individual Liberty" in his work, "Political Science and Comparative Constitutional Law," that liberty has two well differentiated points of view, one that is positive and constructive, and another that is negative, and that "viewed from the side of private law it contains rights, and that of public law, immunities."*

The citizen of the United States is exceedingly jealous of his "individual liberty," and maintains that no person or group of persons, or even the government itself shall encroach upon that domain where his personal rights are supreme. He maintains that his "individual liberty" is a sacred heritage, that it is the issue of a political and social evolution extending over years of struggle. He holds that it is the one thing above all else which differentiates the modern state from the ancient and mediæval, insisting that in these earlier dynasties no individual rights were sacred.

*Burgess, Pol. Sc. and Const. Law, I: 174

In tracing the development of the idea of liberty, it must be recognized that however important a part the paternal theories of the state played with their quasi-fatherly relation to the people, they produced very limited individual rights of the type that one finds in such modern states as England and America.

Feudalism, also, with its domination of the soil and its arbitrary control of labor, was intolerant of the larger personal freedom.

One who reads history attentively discovers that the absolutism which existed under such dynasties as that of Louis XIV and the Tudors, was typical of mediævalism and had little regard for the rights of the individual.

The student of history has gradually discovered and formulated the ideas which lie back of the rise and decline of the power of nations, and he has found a new conception before which the older governments were forced to yield, which affirmed that primarily loyalty must be given not as of old to the authority and domination of a king, but to the rights and liberties of the people. Then it was that there emerged slowly and distinctly the "constitutional state," which defines its powers and seeks more than all else to conserve the personal freedom and rights of each individual.

As this political principle became obvious there appeared with great clearness the idea that liberty is a "natural right" which belongs to every individual because he is a human being. It was this conception that was in the minds of the fathers as they conceived that memorable political document, "The Constitution of the United States of America."

Without doubt, in the evolution of the modern state this teaching of "natural rights" has been sometimes confused

with other theories of government. For instance, Rousseau and those who held the political philosophy of the French Revolution maintained that individual liberty comes to men only as they have lived in what they characterized as "a state of nature." Too often these theories have produced the dangerous political heresies of the socialist, the anarchist and the turbulent demagogue.

The Puritan, with his intense feeling against absolutism, created a new absolutism by his insistence that the individual has the right to worship God according to the dictates of his own conscience, maintaining resolutely against all comers the theory that God is the source of individual rights.

Great as was the contribution of the Puritan to the cause of liberty, as has been said, he forgot to tell us "who is to interpret the limits of these God-given gifts." They were so much in earnest, however, that in spite of the defects of their system, which was embodied in their notion of a theocracy, they distinctly advanced the evolution of human liberties.

Different as were the spirit and purpose of the Puritan from those of the author of the "Social Contract" theory of government, it must be conceded that if every one is to interpret these rights for himself, and there is no ethical or legal check upon the individual, anarchy will result, just as it did follow Rousseau's teaching of "Natural Rights" at the time of the French Revolution. The escape from the extreme position of both of these lies in the principle of political science, which is now generally recognized, that it is the state which in its constitutional capacity must define and limit the elements of individual liberty.*

*Burgess, *Pol. Sc. and Const. Law*, Vol. I, 177.

It must be admitted at this point in the discussion that personal rights cannot be simultaneously granted in the same degree to all races. History plainly shows that the intellectual and moral condition of a nation must be taken into consideration when estimating the fitness of a people for self-government. All the political privileges which are the heritage of the Anglo-Saxon cannot at present be given with impunity to the average Filipino or South Sea Islander. Everyone sees now that it would have saved infinite misunderstanding and suffering if this had been recognized at the time of the reconstruction period following our Civil War.

Civilization is ever practically saying to many peoples as well as individuals: "I have many things to say unto you, but ye cannot bear them now." Russia, with all its heterogeneous peoples, its varying political, ethical and religious inheritances, cannot yet administer a government based upon the Magna Charta, the Declaration of Independence, and the Constitution of the United States. Much as this is undoubtedly to be regretted, it is an open question just how far at the present time liberty of opinion and action can safely be tolerated by the Muscovite government. Sad and pathetic as is the situation, long years of hard and bitter experience still await these peoples, toward whom the American nation has such great reason for extending its profoundest sympathy. In spite of cruel obstacles, however, the Russian peoples are slowly but surely moving towards constitutional government and individual rights; but their path still leads up many precipitous and rugged mountain sides.

Then, too, each civilization must to some extent move in its own individual direction, as each nation demands more and more freedom of action. By common consent there

are four countries in which the elements of personal liberty prevail most conspicuously. The German, Frenchman, Englishman, and the American possess practically about the same degree of individual liberty. The advantage in America, if it be one, is not due to more rights than one finds in these European states, but to the fact that they are better protected by the constitution. These privileges are said to include: Freedom of Conscience, Freedom of Speech and Press, Security of Private Property, Freedom of Person and Equality before the Law. It must be accorded that these are granted by law in nearly all the civilized countries of the world; but the advantage of the American citizen over all others, is that "these rights are guaranteed by the Constitution." He can neither be deprived of them by the Federal Congress, nor by the State Legislature, nor by any other power in the entire land. These liberties are not only defined in our constitution, but they are carefully guarded by our Supreme Court, as well as by the powerful force of public opinion. Here is where the Constitution of the United States possesses a distinct advantage over any other in the world. In this respect, American citizenship, theoretically at least, is superior to that of other nations.

The executive is sworn not only to obey but to execute the decisions of the Supreme Court in regard to private rights and immunities. Should the executive refuse to do this, he renders himself liable to impeachment, and should he plot with the legislature against the courts, it is then in the power of the people, the only authority back of the Constitution, to amend it so as to obtain these rights and privileges.

Germany, as Dr. Burgess further indicates, is the only European country whose constitution contains any measure

of the guarantees found in that of the United States. A limited number of our rights and privileges are in their constitution; but they are defined and passed upon, not by the court created by the constitution, but by the imperial judiciary, which is itself subject to the legislature. The rights of the German citizen are only what the legislature and executive permit them to be. He cannot be certain of them, but is subject to the varying opinions and arbitrary power of the legislature and the executive.

In France, as has been said in recent discussions, "there is absolutely no trace of a constitutional guarantee of individual liberty."* The legislature interprets the constitution, creates the judiciary, and may abolish or change the tenure of office of the judge at will. Whatever their insistence upon liberty and equality and the actual enjoyment of personal freedom, this means that the guarantees of the rights of the individual against the powers of the government are wanting.

The political movements in Great Britain remind us again that in England, too, the citizen has no legal redress should Parliament take away his liberties. As has been said again and again by English writers: "Parliament is the source of individual liberty," and also the courts that interpret and protect it. It can, therefore, neither be restrained in these courts nor called to account in any other way for any act or law it may pass. "Parliament," as a recent writer has said, "may at any time theoretically and legally sweep away every vestige of liberty and even abolish the judiciary."†

*Lebon, *Das Staatsrecht der französischen Republic*, s. 27.

*Burgess, "Political Science and Constitutional Law," Vol. I, p. 180.

†Burgess, *Pol. Sc. and Const. Law*, Vol. I, 182.

†Munroe Smith, *Political Science Quarterly*, Vol. III, 1.

Without doubt the English citizen enjoys as many liberties as the American, and possibly more; but these are simply statutory rights. In the United States alone has the citizen any positive constitutional guarantees of individual liberty. In all other countries of the world they are largely the outcome of special legislation.

In America we not only have protection against arbitrary use of power by the states, but also against the acts of the central government. These abuses in other states have usually taken the form of criminal legislation, taxation and the seizure of property for the public weal. In each of these three cases the government of the United States places many safeguards about the individual citizen.

Further, it is explicitly stated that Congress cannot convict anyone of a crime by setting aside the law, nor can it make an act criminal which under the law was innocent at the time it was committed.* Only in the emergencies of war can the government suspend the writ of Habeas Corpus. It must grant reasonable bail and, theoretically at least, cases must be brought promptly to trial, every man having the right of trial by his peers.

As the authority to whom reference has been made tells us, the crime of treason, of which perhaps more than any other men have been falsely accused, is carefully defined in the constitution itself, so as to prevent the exercise of tyranny. No political charge can be trumped up against the opponent of the party in power, and punished under the name of treason. No tyrannical legislature, no absolute executive, can either individually or in collusion authorize any arbitrary legal procedure. They cannot institute a secret trial, and the accused,

*U. S. Constitution, Art. I, Sec. 9.

whether he is innocent or guilty, is always entitled to the right of counsel and to be confronted with the witnesses who testify against him. He has the right to compulsory process in securing witnesses in his own behalf, and cannot be compelled to testify against himself, either by word or by the production of private papers.*

So vigilant is the constitution in the protection of individual rights that a man once cited before a competent court and acquitted, cannot be a second time tried for the same offense. And under no circumstances can any citizen be deprived of life and liberty without due process of law.† This alone insures to every man the protection of the statute law, inherited by us from our Anglo-Saxon ancestors.

The American citizen is not only protected against the abuse of power by the Federal Government and the Commonwealth, but he is actually protected against the abuse of power by his own representatives. A nation, like an individual, may in time of crisis and excitement act rashly, and not for measures and men of which it would approve in its saner moments. A man in the heat of passion does things for which he is afterwards sorry. So a nation may favor measures which it does not in the long run approve. To prevent this danger we have the most delicately balanced machinery of government by which the Senate acts as a curb upon Congress, and both are checked by the President and the Supreme Court.

Much has been said for and against the liberty that is given to the individual in the United States, and the right accorded to the citizens of freedom of speech and of the press. Certainly no other country in the world attempts to give its

*U. S. Constitution, Art. III, Sec. 3.

†Constitutional Amendments, Art. V.

citizens the privileges which are here guaranteed by the constitution.

It is clearly held in Article First of the Amendments, that Congress cannot modify freedom of the press, or of speech.*

When in 1798, after a series of most exasperating attacks upon the Government, Congress finally passed an act providing a "fine and imprisonment for anyone uttering or publishing false, scandalous and malicious statements against the government," there was aroused a storm of opposition culminating in the famous "Virginia and Kentucky Resolution."† After the expiration of this law, which as has been decided was of doubtful constitutionality, no attempt has ever been made to renew it.

This is probably the final and most potent reason why Congress has never succeeded in securing popular support in passing an act to throttle the press, and why its action in 1798 proved so unpopular.

Only two years ago in Germany the total length of penal servitude imposed upon editors in prison for alleged violation of the press acts aggregated over nineteen years.

It is quite true that this liberty at times degenerates into license, but on the whole it must be regarded as advantageous. It means that every statesman, every political party, and every political act must stand trial before the great tribunal of Public Opinion.

Rightly or wrongly, the American people generally hold that freedom of speech and press is the safety valve which

*Constitutional Amendments, Art. I.

†Burgess, *Pol. Sc. and Const. Law*, Vol. I, 190.

‡Elliot's *Debates*, Vol. IV, 528.

has prevented more than one serious revolution, and is one of the greatest safeguards of Democracy.

The citizens of the United States are also proud of their right of assembly and of petition for a bill of grievances. No arbitrary tribunal sits in judgment on the words of our political or social speakers and reformers. Any peaceable sect or political party can meet and criticize existing institutions as freely as it pleases.

The special right which characterizes American civilization above all others, is the freedom of religious opinion and worship. Under no circumstances can the federal government limit this right in any state in the Union. Neither can our Congress make any law concerning an establishment of religion or prohibitory of a free exercise thereof.*

Thus far we have discussed mainly theoretical or abstract rights. Professor Burgess again helps us in his discussion of individual liberty provided in the Constitution of the United States, by indicating the immunities of the citizen with reference to his property.

There are two ways, he maintains, by which the government can approach this sphere of individual liberty. One by means of taxation, the other by the right of eminent domain. Under the Constitution of the United States, the government cannot under any circumstances take property from the individual, except by due process of law and by giving just compensation for it.

In addition to all this we have still further protection against arbitrary taxation in the provisions which forbid all direct taxes unless they are apportioned according to the

*Constitution, Art. VI, Sec. 3.

population,* also in the provision which forbids export duties, capitation, or other direct taxes, as well as those interfering with interstate commerce. Since it is possible for a corrupt government to interfere with the private property rights of individuals by creating courts through which the public might be oppressed by fines, the wisdom of the framers of our Constitution has given the citizens protective rights, by specifying in detail how a search warrant shall be issued, by forbidding all kinds of general warrants of this nature, and insisting if the amount at issue is not less than twenty dollars, the trial must be by jury.†

As has been said, we are not only secure against the public abuse of power by our federal government, but we have also many constitutional safeguards against the arbitrary action of our commonwealths and local governments. It is provided in the Thirteenth Amendment "that neither slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist in the United States or any place subject to their jurisdiction."‡ The Fifteenth Amendment provides that the right of citizens of the United States to vote shall not be denied nor abridged by the United States, nor by any state, on account of "race, color, or previous condition of servitude."§ These two amendments confer the rights and privileges of personal freedom and suffrage upon all who have the qualification for franchise as provided by the States.

Finally, in the Fourteenth Amendment, we have a clear guarantee against State interference with the civil rights of

*Constitution, Art. I, Sec. 9.

†Constitution, Art. VII.

‡Constitution, Amendments, Art. XIII.

§United States v. Reese, 92 U. S. Reports, 211

citizens, in the clause which provides that "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. Nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to anyone within its jurisdiction the equal protection of the laws."* Here it is that the whole sphere of civil liberty is broadened and nationalized under the authority of the federal government.

With respect to property, also, we have valuable immunities against interference on the part of local governments. The states are prohibited from levying any duties on imported goods, or on interstate commerce. They are not allowed to destroy the assets of creditors by making anything but gold and silver coin of the United States legal tender for the payment of debts.† They are also prohibited from enforcing any law modifying the obligation of a contract.

These are some of the safeguards thrown by our fathers about the liberties of the people, and indicate that the constitutional rights of the citizens of the United States are not surpassed by those of any nation. These are not merely "paper guarantees," but they are living forces which should be more effective today than ever before, because the political theory is more and more definitely accepted by the nation that Government is based on the Principle of the Sovereignty of the People.

It is, however, not merely a constitutional guarantee which has produced the chief advantage of American citizenship, but here is attempted, to its fullest extent, "a government of the people, by the people, and for the people."

*Constitution, Amendments, Art. XIV.

†Constitution, Art. I, Sec. 10.

It was a long time before it was recognized, especially in the older countries, that it is better for the nation to make a mistake in the course of self-government than to be ruled, be it ever so wisely, by an irresponsible monarch, or an arbitrary system of administration. At first it was thought that one single mind knew what was best for the people; afterwards that an aristocracy was safest, and later political philosophers came to see that the great middle class was capable of determining what was to their own best interest. Finally America adopted the principle of universal "manhood suffrage," based on the idea that the American people is not composed of ignorant, incapable beings, but of reasoning, thinking men who can be entrusted with the greatest problems of government.

This thought lies at the base of a great group of modern political ideas. Nowhere in the world has it had greater influence than in the United States. Here, for the first time in the history of the world, is manhood recognized to a greater extent than property and birth. Not only have we carried to its logical conclusion the doctrine of popular sovereignty, but we have also developed and applied the principle of local self government. Here each community can work out its own destiny. It can have a clean, healthy, honest administration, or it may have an inefficient or corrupt government. The responsibility is where it belongs, on the shoulders of those concerned, and not on a distant parliament or administrative official.

Corruption has too often crept in; bribery and ballot box frauds have occurred; but we must trust the common sense of the American people that the wrong will ultimately be righted. No one who has studied the history of this

nation will ever wholly despair of its future. The privileges and rights which we have inherited from our ancestors will be handed on intact to future generations.

After recognition has been made of the degree of personal liberty which is granted under the Constitution of the United States, and the theoretical side of the case has been presented, there remain certain conditions and tendencies which the scholar and statesman must seriously consider, as they bear at present upon our political life.

Without doubt the accumulation of wealth by great corporations presents a condition which must be calmly but fearlessly faced. The socialism and communism which today are so widely discussed both in university and labor circles, have some *raison d'être*. Rightly or wrongly those who adopt such governmental and social theories maintain that under present conditions individual liberty is not conserved as it should be. To those of us who believe that in neither socialism nor communism is found the solution of present day problems, it must be admitted at the same time that if in any degree a new oligarchy has appeared which is subversive of our democracy, there is being sown the seed of future trouble, not to say of social revolution. Just as far as the individual is deprived of the possibility and opportunity of a true and wholesome development and self-realization by any set of conditions in the economic, political and social life of our country, there must be a wrong which can be adequately righted only by conscientious and fearless leaders. The antidote for the views of superficial men must be found in the rational, calm, and scientific thinking of well balanced and well trained college and university graduates.

It is the duty of trustworthy and intelligent students of

public affairs to discover how the rights of the poor and rich alike can be justly and honorably conserved. The abuse of the honest poor and the abuse of the honest rich, alike are wrong. Both have the right of reputation. The constitution seeks to give protection to all citizens alike, and assures them of the largest possible liberty under the law, with broad and generous toleration of honest opinion.

The rights of each will be found in the light of what is best for the whole country and all its people. No one in an ideal republic can live unto himself, and it is good statecraft to teach that man is his brother's keeper.

That was a significant utterance of President Hadley of Yale University which he made recently in view of certain conditions and tendencies in our national life: "When it is said, as it commonly is, that the fundamental division of powers in the modern state is into legislative, executive and judicial, the students of American institutions may fairly note an exception. The fundamental division of powers in the Constitution of the United States is between voters on the one hand and property owners on the other. The forces of democracy on one side, divided between the executive and legislative, are set over against the forces of property on the other side, with the judiciary as arbiter between them; the Constitution not only forbidding the legislature to trench upon the rights of property, but compelling the judiciary to defend and uphold those rights in a manner provided by the Constitution itself."

Dr. Francis Walker, of the United States Bureau of Corporations, said before the Economic Association, at a recent meeting in New York: "that any real solution of the vexing problems of the trusts would require a revision of the Consti-

tution, whereby our laws shall be made more consonant with our industrial conditions."

Such views must be supplemented by the still profounder one of Aristotle, who tells us that man is unable to discover his freedom as a human being except in the life of the state; that it is only as the individual gives himself to the nation as a true and loyal citizen that he finds his own possibilities. This teaching we must again supplement by that compact of the fathers, who as they formulated their doctrine in the little storm-tossed ship, agreed that true liberty lay in the right to follow the dictates of one's own conscience. This they considered is the basis of personal rights and of the safety of all governments and states. It was simply the right to do right, and not to wrong one's fellows in any way whatsoever.

Plato never spoke more truthfully than when he made justice the fundamental virtue of ideal Republics, and maintained that it is the strength of all nations and peoples that dwell on the face of the earth. Where justice does not prevail there can be no permanent strength in any state.

No one who observes and thinks can be blind to the silent evolution which is surely unfolding itself in social and political life everywhere. The college and the university must interpret for the future the meaning of this evolution, and graduates of these institutions must take places of leadership, if calmness, peace and strength are to prevail instead of tumult, hatred and weakness. It still obtains that the strength of a nation is the character and intelligence of its citizens, and the hope of our democracy lies in the moral quality and enlightenment of our people.

Oxford University student and instructor have formed organizations whose purpose is to learn the duty of the

rich, the poor, and the scholar to each other. This betokens the coming of light upon a situation more serious for that nation than is Germany's building of war ships, foolish and dangerous as that may be.

Our highest authority in America has indicated the rights and liberties which every American citizen should enjoy under the Constitution of the United States, in his masterful and opportune work, "Political Science and Constitutional Law." The demagogue, the political boss, the arrogant plutocrat, all alike, would destroy the rights and prerogatives of the individual in this free land. Socialism, communism and anarchy do not give the solution of our social and political problems. The times call for the leadership of scientific thinking, for an honesty that is intelligent, and a fearlessness that is both rational and courageous.

Here is a mission for the American college and university graduate that is imperative, patriotic and fraught with golden opportunity.

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PRESIDENT WILLIAM FREDERICK SLOCUM, I. I. D.

*Addresses at the Commencement Exercises
of Colorado College, June, 1913*

PREFATORY NOTE.

The Commencement of 1913 at Colorado College was a memorable occasion in the history of the institution. It marked the completion of twenty-five years of service on the part of President Slocum, years during which the college under his leadership has made steady and rapid progress. The occasion was made notable also by the addresses here published. It is a matter of regret that because of an unfortunate accident we are able to print only in abstract Professor Hendrickson's scholarly Phi Beta Kappa address; and that we have been unable to obtain for publication the admirable Commencement address delivered by Dean Briggs.

THE ACADEMIC CAREER.

(Abstract)

GEORGE LINCOLN HENDRICKSON.

In reflecting upon what subject I should address you, I found it not easy to decide until I discovered that there was but one introduction that I could make to my remarks, namely, a moment's retrospect upon the golden years of beginnings here. That retrospect threw me into reflection on the thoughts which must be uppermost in the minds of each one of you—your own beginnings. For the end of a college course is the student's main beginning, as the word Commencement somewhat paradoxically indicates. Each one of you may very well be thinking, if you have not already thought and decided, "What shall I do with the future for which study in this place has prepared me?" I venture to speak as one who has made a considerable portion of the voyage, and yet in this place and environment I am brought so near to my own beginnings that I can enter easily into your emotions and thoughts. But I shall not confine myself to generalities with regard to a career. I mean to come down to specifications and bring to your attention the claims and interests of a particular calling.

Now the really essential problem of life is to fill it with a content of good and useful work, the routine of which shall not pall nor become mechanical. To lighten the burden of routine, to make each sun another and yet the same, as our Horace says, to transform routine from a sense of rotation to one of length and progression, is the problem which confronts everyone whether it be definitely recognized or not. The fact that routine cannot be avoided, that it never was more cruel and relentless, is the pathos of labor in much of our present social organism, and the vain and dangerous efforts

to escape from it the source of many of our social ills. Whether it is true that in the higher walks of life, in business and professional callings, this routine is less deadening and oppressive than in manual toil, may be doubted. It is only, perhaps, that variation and escape from it are more easily procured. There is not much of life that escapes from this rule, and its results we see in flagging zeal as life advances, in lethargic acquiescence, or in plain sloth. If we think of any as by nature or position escaping from this thralldom, we are perhaps prone to think of certain creative spirits, whether in the realm of art, literature, statesmanship, or technical achievement. There are perhaps a few others to whom nature and circumstance have granted the opportunity and capacity of enjoyment in the pursuit of their own tastes—travelers, collectors, dilettanti of many shades, whose leisure and freedom we often envy; but such things are not for us, not for you. You look forward to lives of labor and effort; and it behooves you, therefore, to consider well (if you have not already done so) how you may choose a field of labor which shall at once be of service to your time and by its interests and stimulus keep you fresh in ideals, efficient in performance, and free from the torpor which uninspiring routine generates.

I have now outlined a certain conception of ideal demands upon a career and now shall I dare to suggest my answer? I doubt not that to some of you it will seem a playful paradox, though I look for a more cordial reception of it from you of Phi Beta Kappa than from the rest of my audience. What, then, is this walk of life which affords the solution of the insoluble, which yields a livelihood without the sense of labor, which satisfies the soul's demand of service without sacrifice? Well, that is putting it rather strong, and I see you smile as you anticipate my answer—it is the profession of teaching. That is indeed something of a fall, and if I am to rescue myself from the charge of merely making fun it behooves me to look lively. Now about teaching in the abstract I do not

propose to speak. I must leave to others such defense as they may care to make of elementary and secondary teaching. What I wish to talk about is the only kind of teaching of which I have knowledge and experience, and that is in college and in university. If college and university teaching were taking care of itself properly and by virtue of its own intrinsic worth and attractiveness there would not be much to say. But it is not. Our higher education has grown in the last twenty-five years by leaps and bounds and in the process has far outstripped the supply of younger recruits to take up the service of instruction. To be sure, the instruction is done, but one needs only slight experience of college and university affairs to know that the conditions of supply are wholly inadequate to the demand. This defect is both numerical and qualitative. The truth is that for some reason the profession of higher teaching does not make a proper appeal to the graduates of our colleges and universities at the present time. If amongst them there is any one class from whom such recruits are to be sought it is clearly from the membership of your Society. There are doubtless economic and social reasons for this fact and probably no proper readjustment of the disproportion between the attractiveness of the teaching profession and of legal and business careers will be brought about until some of these underlying causes are remedied. But I am persuaded, also, that the opportunities and attractiveness of the higher teaching profession are seldom adequately presented to students and that they pass it by with little realization of them. Some objections and difficulties will occur to you at once. First of all, the training for the career of higher teaching involves a period of from three to five years after graduation, though not essentially longer than that now required for the best preparation in law or medicine. But the principal factor lies in the circumstance that the financial reward which then awaits the candidate is seen to be small and of slow increment. As the situation now stands, a thoroughly successful candidate cannot look for financial independence before the age of thirty, while the very highest rewards that a university career

may ultimately bring will always remain small as compared with corresponding success in business, law or medicine. But over against these disadvantages let him consider some of the offsets.

Let us now recall the point from which we started, namely, the fundamental proposition that we should strive to find a means of filling our lives with labor which shall be serviceable to our times and stimulating to our souls. About the former point not much need be said. The value and significance of higher instruction for the best life of the nation is too obvious. If to any of you the thought of missionary service has significance or makes appeal, it should not be difficult to persuade you that here is an opportunity for service equal to anything that is afforded in the field of religious missions, in social betterment, or philanthropic relief. To be sure, your work will not be with the needy or with those to whom society has denied opportunity. Some of us in the Eastern colleges have been designated as apostles to the idle rich, but even they have souls and amongst them it is also true that environment has deprived them, if not of opportunity, at least of the sense of opportunity. There is, without doubt, a considerable number of young men and women who come up to college from homes of arrogant wealth and social complacency, whose greatest need is conversion to a sense of responsibility and equality. They are no less in need of training for American citizenship than the poor and ignorant foreigner within our gates. Much has been said in criticism of some of our American colleges, that they shelter distinctions based upon wealth and social pretensions. The truth of this I will not deny, but the truth is complex and quite as much could be said on the other side for the work which the colleges do in eradicating such distortions of values as the student brings; in turning out men who have learned at college lessons of responsibility and duty which their home environment never gave them. The experience of almost any teacher contains examples of this sort. This topic of the opportunity for service which the teaching profession affords

is a large one and it could be illustrated almost indefinitely. I need only call your attention to the recent example of it which has been afforded by the return of Mr. Taft to his Alma Mater, and where could we find a more inspiring example of it than in the labors of your own President? But in a lesser degree, I know that I can appeal confidently to your own consciousness of what individual teachers have been to you in inspiration to character and ideals of life.

But there remains still the second and less obvious point, viz., what the teacher's profession may be as a source of private pleasure for the refreshment of the spirit and as a means of guarding against the dulling effect of routine. Teaching, I take it, enjoys popularly the reputation of being one of the dullest and most routine of occupations. The older literature of epigram and satire is abundant in diatribes upon its weariness. But with those aspects of it, which are the special mark for the satirist's shaft, I have nothing to do; for when I talk of teaching I do not mean the lesson hearing which goes too often under the name. I am thinking rather of the interests and tastes and pursuits which must make up the life of the college teacher if he is to succeed, and without which interests, tastes and pursuits no one should choose it as a profession. What are these? They are the continuation and development of just those things which have brought you the honor of election into Phi Beta Kappa—the pursuit of knowledge, the mastery of what is known in chosen fields and the extension of it.

This will sound to you abstract and perhaps little persuasive, but let us see if it cannot be made more concrete and intelligible. In the first place you have, as students, made a success in the college work which you have chosen or which has been prescribed for you. That must mean that you have found interest in the work that you have done, and have had the ability to convert that interest into successful attainment. Without such interests and such abilities you could not reasonably think of aspiring to a career as a college teacher. But with them, for some of you whose allegiance has not al-

ready been won to other callings and whose tastes and interests have been sufficiently kindled, what more agreeable opening in life is offered to you than the opportunities of the academic career? I think of my own case, which I may be pardoned for using as an example because it is the one which I know best. I acquired in college a taste for books and literature, and the influence and inspiration of certain teachers directed that taste strongly toward the great masterpieces of Greek genius. For a time Homer and Greek tragedy meant more to me than anything I had ever experienced. Arrived at near the end of my college course, I found that the thought of preparation for one of the usual professions seemed a rude interruption of the studies which I loved most and which commanded my deepest allegiance. On the other hand, I saw that in their pursuit there was at least the chance of an honorable livelihood in what might be stigmatized as the mere following of a line of least resistance. I resolved, therefore, to go on and prepare myself to become a classical teacher, and I do not recall that I entertained any higher ambition for myself than opportunity to gain a livelihood in the pursuit of the studies which I liked best. That I do not regret my choice I presume I need not say. On the contrary, as I think of the many walks of life for which I am conscious of manifest unfitness, I marvel that so plain a path was marked out for me to follow. But it is obvious that so naive and childlike a following of an impulse may have its dangers. It would have been well if I had asked myself some questions which I do not recall that I ever faced—the problem of adaptation to the business of teaching, of its physical demands and its meagre emoluments. But those are practical considerations of a kind which, under this heading, I do not mean to discuss.

At first one will choose a subject, merely for its interests as an object of acquisition, and for some this motive may continue sufficient. But for most the period of mere acquisition comes to an end relatively soon, and it is usually the teacher who only imparts knowledge acquired from others whose work reveals most quickly the blight of routine. To keep the

mind fresh, knowledge must kindle curiosity, and curiosity must pass over into investigation and yield fresh knowledge, or at least fresh points of view for interpreting knowledge already in hand. This is partly a matter of native gift, but also it is in large degree a matter of training and of association with teachers and fellow students inspired with this habit of mind. This spirit of investigation is the life, the leaven of knowledge, it is the bond of unity which is science or scholarship as an abstract idea. But I must not speak of it as a mystery; you have heard it praised by those who know it and by those who do not, and you have heard it belittled, perchance. But of one thing be assured, whoever has made the spirit of research his own, has mastered the technique of its application, and has been led by it to fresh conquests of knowledge, has found the key to happiness. It is like the creative inspiration of the artist or poet, and its mood is one of exaltation and rapture. You all know the famous words:

"Oh, God! I think thy thoughts after thee,"

but even in the humbler manifestations of its workings the discovery of fresh truth fills the spirit with a glow and warmth which set at naught days of laborious experimentation, search and reading. I will not speak of such small experiences of this thrill as I myself may at times have felt, but in my life as a teacher no reward has ever seemed to me greater than to have helped students to an experience of such emotion. I recall very well the case of a young woman at the University of Chicago who, under my guidance, was studying the literary workmanship of the historian Tacitus. She had mastered the text thoroughly but, with the utmost thoroughness, was still floundering amidst a mass of inchoate observations. After several fruitless conferences and some despair on the part of us both, she came to my room one day with an eagerness of look and heightened color which betokened something. She said quickly, "I have found something," and she proceeded at once to read some notes which she had written. In truth, she had discovered the artistic

motives underlying the composition of one of the most famous episodes of Tacitus' *Annals*. It was a revelation to herself as well as to me. When she had finished she said impetuously, "I almost wrote that with both hands, I was so afraid I should lose it before I could get it down." From that time her work was plain sailing, and in a few days she had outlined the framework of a valuable literary study and incidentally had provided herself with that necessary prerequisite to the Doctor's degree, a dissertation.

It is experience of that sort which marks an epoch in one's life and is the point of transition from assimilative, acquisitive work to creative scholarship. Its significance is that you pass suddenly at one point from the rank of a spectator to a place as an actor. Heretofore you have received the spoils of others' hunting, now you have brought down game for yourself. Anthropologists have speculated much on the value of games and sports in the development of the highest mental faculties and assigned to them a high place in human development. The reason is that they furnish the stimulus of interest and carry the participant beyond the demands of bare necessity. It is so with scholarly and scientific investigation. It becomes the pursuit of a quarry, the intrinsic value of which quite fades away in the zeal of pursuit. The critics of classical studies have often made merry over the useless subjects which our young doctors investigate and lay before an indifferent world. They would apparently wish that every dissertation should be a discussion of some large historical or literary problem. But we think we know better; we think we know that the young student will not discuss the idea of fate in Greek tragedy, or the Aristotelian definition of tragedy with advantage to himself nor to the world. We think that he may gain great profit by the solution of some small and well circumscribed problem, so only it is a solution. I recall my own first independent study. It was to determine, if possible, the authenticity of one of the most negligible letters in the Ciceronian collection. I worked at it for upwards of two years and presently, with magnificent disproportion, I had

the whole of Latin literature revolving about this one wretched document. By degrees, the relations became clear and I ultimately achieved a definite result which practically no one else in the world of classical scholarship cared a farthing for, either then or since. It was a poor thing, but mine own, and it taught me, as no larger problem could have done, the methods and conditions of research. From such apprentice work one learns the art. But more than that, one gains the thrill of constructive work and henceforth will not gladly do without it in any study. It is this spirit which is capable of giving zest to daily study and teaching, which puts into the scholar's life a spirit of eager quest and joyful exploration. One goes a hunting (or a-fishing if you like) every day, and though his journeys may be long and over rough country he comes back at night with a light heart and wholesome fatigue.

But, you will say, what has this to do with the teacher's profession? You are describing the life of some man of leisure with scholarly or scientific tastes. Well, in a sense that is true, but it is just because college and university teaching is, or should be, relatively a life of leisure that I feel so strongly that it possesses attractiveness which is not generally realized. Three hours of actual class room work is probably not far from the average demand made upon one, and unless in unfavorable conditions the remainder of the day is one's own. F. A. Wolf in the lean and hungry Germany of a hundred years ago, said that the classical teacher might count himself lucky because he was paid to follow the pursuits which he would choose if wealth and independence of choice had been granted to him. He looked upon the business of teaching as the scholar's endowment or patron. But more liberally than looking upon it merely as a source of revenue, teaching keeps before you constantly the necessity to know and so is a constant spur to investigation and research. Nay, still more, the very process of teaching may afford that contact of mind upon mind from which the spark of unsuspected truth leaps forth. It needs but small appeal to the testimony of teachers to know how fruitful a source of in-

spiration such contact with students is. In such case you go home from your class room, not as one who has conscientiously performed an hour of self-sacrificing drudgery, but as from a stimulating conference with your peers. I am aware that many educators look with suspicion upon the introduction into the college class room of methods that aim at original research. It tends to distort perspective, we are told, and to throw false emphasis upon the irrelevant detail rather than upon the essential whole. Some truth there is in such criticism and a just use of such methods is a matter of tact and judgment. But as for myself, I know that my efficiency as a teacher regularly rises and falls in proportion to the degree in which I find it possible to make the study of a subject a problem of investigation. The difference in interest between teaching of that sort and the teaching of plain presentation or text book study is enormous. But it can only be used in fields where the teacher himself is equipped for investigation and has made some headway in the independent solution of the problems of study. But I do not mean to talk about methods of teaching; only about the interest and attractiveness of teaching, and my point here is to urge that the research and investigation which I look upon as the chief opportunity of the teacher's life is the means by which the actual labor of teaching is lightened of fatigue and the sense of routine.

But I have said enough. I have blown the horn of my own profession strongly, if not loudly. I have done so with frank desire to win recruits for it from that class of the younger generation to whom it seems most likely to appeal. I have done so because I see the teaching profession unduly neglected in comparison with others and because presentations of its claims are often half-hearted and apologetic. I have used my own experience with some freedom because it is the only experience from which I can speak with full knowledge and, after all, what we want is the full and frank confession of those who have had experience and know. In sincerest truth I am an enthusiast about the opportunities which academic life affords to those who are fitted to enter it. The

deepest and most essential reasons I have already set forth, its opportunities for service and the sense of a private pastime which it affords.

I could still speak of its social privileges, the fact that academic social life is uniformly simple, free from smartness and snobbishness and false ambition; I could speak of its opportunities for friendship. But I need not go on. The offset to all of these advantages is the fact that in financial return it is definitely restricted. Its emoluments are small. It offers no great prizes, even to conspicuous success. But on the whole, if not uniformly, at least generally it provides a reasonable livelihood. It would be reasonable that it should offer larger financial returns than it does, but its unique social advantages would disappear if it presented the same unequal prizes which are found in other walks of life. I should be sorry to see the day when academic success was rewarded with the large salaries which have been urged by some who have diagnosed its present troubles. Let us seek to win recruits rather by the intrinsic worth and attractiveness of the profession, and so most surely shall we maintain its dignity and simplicity in the midst of a social order which tends increasingly toward luxury and social elaboration.

BACCALAUREATE SERMON.

PRESIDENT WILLIAM FREDERICK SLOCUM.

Text—I Cor. III: 9-11. *We are laborers together with God; ye are God's husbandry; ye are God's building—for other foundation can no man lay than that is laid, which is Christ Jesus.*

God is the ultimate reality in everything. Whether he is "the creative Mind" of the Greek, the first great cause of everything, or the moral order of the universe as held in early Chinese thought, or the all-comprehending, all-absorbing Deity of the Indian Theosophy, or the hard and fast notion of justice in the Persian theology, or that force which is at the heart of the mighty evolution in the thought of the scientist, or all these together and much more which is in the teaching of Christianity, with its conception of an eternal and infinite personality with its divine love for humanity, it is ever and always true that God is the final explanation of everything, and the key which unlocks the secrets of the universe. It is He who relates each thing to every other thing, and brings continuity and order into all that has been or ever will be. Over and under all, and behind all is God. Everything is co-ordinated with Him. His mighty purpose shapes the destinies of the whole universe. Everything lives and moves and has its being in Him, and therefore it is that all the wondrous movements manifesting themselves in humanity and in the physical world are making for unity and perfection.

It was St. Paul who comprehended as no one else the philosophy of Christianity. He had been a student of the idealism of the Greek, the stoicism of the Roman, and had sat at the feet of the greatest teacher of his day. Hebrewism, which contained the foundations of Christianity, he understood and believed in so intensely that he set himself with the

ardor of his fierce nature against the movement which he thought was to destroy the older. Then came the vision of what the new faith really meant, to which he was not disobedient, and was found blind and overwhelmed, in humility of spirit, waiting to be taught. After this there were years of meditation, of study, of prayer, and he came forth as the champion of a religion which assumes that it holds the truth of all religions and the hope of humanity. Its founder he probably had never met, but His teaching he comprehended as no one else had comprehended it. He became one of the world's greatest men and the chosen leader of the most important religious movement that has ever come into the history of the world. It was he who unfolded its profounder and deeper meaning. It was he who saw its universal quality and ideal, and sought, breaking down all barriers between him and the past, to carry it into all the world. The exclusiveness of his old faith disappeared, and the all-comprehending truth of the teaching of Christ took possession of his mind and his heart. It was he who formulated its theology, inculcated its spirit and made the centuries believe that Jesus Christ is the Hope and the Savior of men.

It is his masterful mind which throws into the sentence which we have taken for our text not only the philosophy of this new movement, but the solution of the most difficult problem that has perplexed thinking men; how it is possible for the infinite, absolute, all-creative Mind, with its dominating will, to have perfect freedom, and yet man to have his freedom too, and fashion his own character and his own destiny. He tells of that unchanging, eternal moral order which comes with its absolute demand upon every human soul and which is expressed in all its infinite fulness by the life, personality and the teaching of Jesus the Christ.

It is this great teacher and thinker who makes clear that man may be in partnership with the Eternal God, and that only so can he work out his own career and find his true freedom. Much is heard in these days of the vision of truth, and without doubt the vision must come. Man must be born of

the spirit, with power to perceive, to comprehend life in its larger aspect, in its eternal significance. It was the flash of a great light entering into his own soul that made St. Paul understand as never before the call and the mission of Jesus. But the vision passed and the apostle set forth on his mission of toil, pain and suffering. The wearisomeness of days and years of battling for the accomplishment of a difficult task and the winning of a victory, and the dull, hard drudgery of human life awaited him. This is the first lesson that every earnest man or woman must learn; that while the vision must come, life itself is for the most part made up of labor that reaches over the years, and that by means of it we discover the larger significance of the purpose of the Eternal God. It is this that humanity is learning on every side. The secrets of nature come only as man is willing to work for them. Electricity flashes its light in our faces out of the darkness of the night, rends the trees, breaks the rocks, burns our homes, thunders its voice through the heavens, saying, "Here I am, learn my secret and use what I have to give." Then man studies, thinks, ponders, and at last the secret is revealed. After that it lights our homes, drives our machinery, drags trains up the mountains which it has smitten. As man toils will he find the deeper meaning in the mystery of this wondrous force. So it is with the truths of God. Men stand stupidly ignorant, blind, wayward, failing to grasp what God is ever seeking to reveal to them. Humanity labors and suffers, and discovers at last that there is an Eternal Father, who has been seeking to teach His children how to think, to choose and to love. Long, long years has it taken to find even what man knows today, and years must still elapse before humanity will understand the meaning of God and His wondrous kingdom of truth. We climb our mountains, we look up into our skies, we dream and fancy we know the truth, but we must come down into the valley and plod and labor to find the real meaning of religion in the midst of the harder experiences of human life.

We are laborers together with God. He takes us into

partnership with Himself. He intends that we shall know what He has to tell us, that we shall be taken up out of our blindness, our waywardness, our spiritual stupidity, into the light of the eternal day; but only as we toil with diligence, in obedience to His infinite command, shall we find what God has to say unto us.

Then, too, only as men co-operate and work together, turning away from their antagonisms, their hatreds, their prejudices one against another, shall they find how to work with God. "Where two or three are gathered together in My name, there am I in the midst of them," is a truth deeper and more significant than most men have dreamed. Hatred, strife, antagonism destroy the possibility of knowing God. Nation battling with nation drive spiritual power and perception of the Infinite away from their borders. He who teaches that there is and must be eternal strife between man and man, between class and class, is traitor not only to humanity, but he is traitor to God and His teaching, by which He seeks to bring about a better day for His own. It is as men work side by side in the service of the Eternal God, in fellowship, in comradeship, in love, in honor each for the other, that they can become partners with God Himself. It is the devil's game where strife, war, anger, hatred are the controlling factors. Peace by means of righteousness and service and humility only can usher in the true day and the hope of the human race. It is, however, for man to labor with God, the infinite, wondrous being who is at the heart of the universe, who knows its secrets and whose mighty purpose reaches out over all time and when time is no more. It is his privilege to be in partnership with Him who holds the destinies of the universe in His hands. He lives and moves and has his being in God. This truth was the cornerstone of that Hebrew nation which was to reveal to men the mystery of God. When in early days that nation, that heretofore had been known as the "*children* of Israel," stumbling, wayward, blind, inadequate, at last came to its constructive mission, when its teacher was to pass away, when it was to enter upon the

making of a great state, was about to cross its Jordan, and was receiving the revelation which contained the assurance of its power, these were the words which contained the revelation: "The Eternal God is thy refuge, and underneath are the everlasting arms." They were to make a nation in which God was to be King, and the most fundamental thing in all the creation of that nation was that God was working with them and they with God, and so only could come their hope of achievement, of success, of true victory. So it ever is today. Just as humanity comes into harmony with God, into true relationship with Him, into touch with His infinite personality, into something of a comprehension of the mystery of His being, will it find the secret of its own life and the possibility of its own destiny. As man knows God he knows the secrets of his own being. As he comprehends the secrets of his own being, he knows God. As he works out the potentialities of his own soul he hears what God has to say to him. As he grows obedient to that eternal Voice, he knows the mystery of human life and the great future which opens out for every earnest and true soul.

We must not forget that we are, however, God's husbandry, God's building. In many important respects it is He who fashions us, something as a human father loves and directs his own child, teaching it principles of righteousness, guiding, inspiring, helping, directing it into a nobler life, yearning over it, praying for it, loving it with the passion of a great soul which would mould and almost create the character of one for whom he lives, yet discovers that his child must fashion its own character, choose its own destiny, create its own future. The parent learns that his child must have freedom of action, that there is no beauty and nobility of character unless the child fashions things for himself. This is the mystery of all relationship and friendship and love for one another. Thus in marvelous ways, the divine Parent influences our own lives, reveals His love, the wisdom of His own thought, the touch of His own personality. He labors with us, he directs, guides, stimulates, inspires, but every one

must bear his own burden and ultimately work out his own destiny.

Yet man must grasp the meaning of those mighty purposes of the Infinite God that reach out over all the centuries. It is only as he links his life to the thought and the plan of the Infinite that he discovers the possibilities of his own life. There is a spiritual evolution going on through the years; it affects the life of nations, it changes all that has been, all that is and all that ever shall be, and there is a destiny over all, with a mighty will and personality behind it, and for man it is to discover its power and its eternal purpose. It is our privilege to know something of these great spiritual forces that are unfolding in the history of the world. It is for us to utilize the truth, the knowledge, we had almost said the personality of God. He bears us up by the majesty and strength of His infinite will. We become, as it were, part of Him, and yet man must toil and struggle and decide his own future. Without God the house is not builded, the field is not cultivated. Here lies the secret of all the years, the great truth of immortality. We labor with him and he fashions our hearts and minds. So it is we find the glory and splendor of life. So it is that the infinite and the human come together. So it is that immortality unfolds in each one its meaning. So it is that we find what human life really means, what immortal life has in store for each one of us. This it is that gives to us the dignity, the grandeur of living. This it is that has made the greatness of great men. This it is that has fashioned the leaders of humanity. This is the revelation that was in the God-man who came to live and toil and suffer that men might discover the relation between themselves and the Infinite.

And now we can see how it is that we are building upon the great truth which lies at the foundation of all we have been saying. There is an infinite moral order at the heart of the whole universe. There is eternal truth which it is for us to discover. These are the foundations of the government of God. These are the secrets of the Eternal and the Infinite.

To discover the truth of this eternal order is to find what it is that God and His Christ have been seeking to reveal to us. The Christ has come to change nothing whatsoever. He is the fulfilment of all that has been and all that is to be. He is the same yesterday, today and forever. He is the eternal personification of righteousness, He is the Way, the Truth and the Life. He shows us the path in which we must walk. He never departs from the truth that always has been and always must be. He is the eternal "rock," which followed the Hebrew nation as it was learning the truth of the kingdom of the Eternal God. He cannot change Himself for anyone, He must fulfil His own divine and wonderful destiny. The truth which he personified, the method of life which He chose, was simply the outcome of God and God's thought, of His eternal commandment for man.

We sometimes fancy with our notions of expediency and opportunism that we can change the eternal moral foundations of the universe. We discover them for ourselves, we find their meaning, we become obedient to their imperative, and so it is that we labor together with God. We express His thought, His purpose, and what has come to humanity in the one perfect and absolute revelation of His own Infinite Self. "I and God are one" was the marvelous utterance that came out of the consciousness that was as deep and wonderful as God Himself. He is the foundation of all things. To know Him is to live.

My students, I have been trying as best I can to give you some conception of a great truth, of the relation between God and human beings, of how it is that man can work out the destinies of his own soul. The failure of human life is the failure to fulfil your own destiny.

You are soon to turn your faces away from your days in college. New days are coming and they too will pass on and be left behind you. It makes no difference, however, if into all these days there comes to each one of you the fulfilment of the eternal purpose.

Life is full of wonderful possibility. You must not make

a failure of it. There are mighty forces working with you. There are great truths for your enlightenment. There is an Infinite Personality touching your life and ever seeking to lead you onward. You may, strange as it is, enter into partnership with the Eternal God. Whatever you do, wherever you go, whatever the burden and the toil and the disappointment, the hope and the success of your life, they all may express your partnership with the Infinite Father. You may become not only a part of Him but part of that great life which is in nature and which reaches on until you discover that immortality is the most beautiful thing that can come to any soul. It is this that dignifies and exalts the simplest thing that comes to us; and so the common task finds its relation to the infinite purpose. It hallows and beautifies all that is. Sin destroys and makes hideous all life. It is only as we forget ourselves in the fulfilment of the purpose and the thought of God that we find how to live. No narrow, mean, sordid soul can ever know the mystery of God. It is only as we rise to those higher possibilities of our own being, it is only as we live and move and have our being in Him that we find the things in our own souls, in our own hearts. Life grows marvelous, infinite as we pass out and away from our narrow and selfish selves into the greatness and the splendor of the eternal life. All this is possible for you. Ye are laborers together with God, ye are God's husbandry, ye are God's building. Other foundations can no man lay than that is laid, which is Christ Jesus.

A LIBERAL EDUCATION.

WILLIAM T. FOSTER.
(Reed College.)

I.

The history of the American college curriculum begins with the Latin, Greek, mathematics and moral philosophy of the Harvard College course of 1636, and extends through the modern period of demand for obviously useful studies, until we have the twentieth century type of the successful agricultural college offering its valuable though somewhat bewildering array of courses in stock-judging, sub-tropical pomology, pork production, higher basketry, fancy cooking and business correspondence.

This dominant tendency in the development of American institutions of learning is the outcome of controversy between what we have called the "practical" and what we have called the "cultural." The conception of the ready division of all studies into those which are useful and those which are merely ornamental befores much of the discussion today concerning vocational high schools, so-called, and classical high schools, so-called, concerning the relative importance of colleges of liberal arts, on the one hand, and professional and technical schools on the other hand.

The futility of this discussion is due partly to the fact that there is no such thing as a purely practical subject and no such thing as a purely cultural subject. No subject can be sensibly considered apart from the animating purpose of the teacher, the attitude of the student, and the dominant spirit of the institution. Any subject may be partly cultural—dressmaking, for example, and sign-painting and blacksmithing. Under certain conditions, for certain persons, such studies would be chiefly cultural. Any study, on the other hand, may be prac-

tical, as Latin was in the Middle Ages for every one who studied it, and as it is today for every one who teaches it. The attempt to divide the subjects of the curriculum of lower schools or higher schools into practical and cultural subjects brings confusion.

It is more illuminating to attempt to classify our subjects of study as *immediately practical* and *ultimately practical*, as *narrowly cultural* and *broadly cultural*.

II.

What shall we say of this far-reaching modern movement to adapt our education to the immediate needs of all the people? What shall we say of the teaching of trades to the children of our elementary schools? What shall we say of the overshadowing of the remotely practical subjects of the secondary school curriculum by immediately practical courses? What shall we say of the little catalogue of the old college of liberal arts, with its modest offering, in contrast with the 888 pages of the register of the University of Minnesota?

It might be supposed that one who received his early education at the oldest classical college in America and whose life has been spent so far in attempts to serve private colleges of liberal arts would deride this emphasis on the immediately practical affairs of life—this invasion of the money changers in the temple. As a matter of fact, this trend in modern education appears to me productive of good. I believe that the historian of the next century will write of the unaccountable persistence of our schools in teaching to ninety per cent of their students some subjects which had for them neither immediate nor ultimate practical value.

The new development of our school systems, bringing to the pupils of each grade the kind of education which school statistics prove that the majority of them will immediately need, is a hopeful tendency; for the stability of a democratic community depends in the first instance upon the widest possible extension among its people of the capacity for productive

labor. An immediately practical education is an evident necessity for those whose formal education must be comparatively brief, and this includes most human beings, for few have extraordinary intellectual powers. The great majority of men and women are and always have been suited for routine work, but helpless without leaders. They must be producers in activities that are not too exacting.

This may sound like heresy in a country which began its career by declaring that all men are born free and equal. Democracy has often tried to abolish the hindmost by decree, and our schools have long proceeded on the assumption that all children are fit for abstract forms of higher education. But when we face the facts which science ruthlessly thrusts before us concerning human beings, we are forced to the conclusion that we need—not less—but more education of immediately practical types. Such education is and will be supported at public expense, for a general level of efficiency and intelligence is an obvious and a primary need. More vocational education will come, and better education, because in due time it will be based on quantitative studies of aims, needs and values, of educational processes and results, measured with scientific precision.

Our industrial schools will not be overweighted, however, with vocational studies; for, in the first place, the way must always be kept open ahead for exceptional students. Possible leaders must not be led into blind alleys. In the second place, every man is not only a producer and a member of a family but also a consumer and a citizen. Intelligent consumers and intelligent citizens are at least as important as efficient producers.

III

But a broad table-land of general efficiency and intelligence is not enough. A thousand pleasant foothills will not take the place of one Pike's Peak. We must have leaders as well as artisans, exceptionally well-equipped men in every

domain, in literature, in sculpture, in painting, in architecture, in music, in journalism, in politics, in diplomacy, in education, in the ministry, in medicine, in statesmanship.

A thousand petty lawyers, seeking what troubles they may make, cannot take the place of one Charles Hughes; a thousand reporters of idle gossip cannot take the place of one Harvey Scott; a thousand ward politicians cannot take the place of one Woodrow Wilson; a thousand clerks, however useful, cannot take the place of one John Wanamaker; a thousand operators, however faithful, cannot take the place of one Thomas Edison; a thousand teachers following the routine of the schoolroom, without a vision, cannot take the place of the one who dreamed dreams, and conceived and builded in the heart of the Rocky Mountains, a place to which those fit for leadership might repair, year after year, for wisdom and inspiration. We must have both the followers and the leaders. We must have both the foothills and the mountain peaks.

Education for such leadership is no less practical than the education of plumbers and bookkeepers. Yet the chief subjects of the liberal curriculum are usually called cultural, not useful. History, sociology, government, music, fine arts, literature, psychology, philosophy, religion, and various sciences presented as liberal rather than as technical education—biology, physics, chemistry, and astronomy. These subjects are often condemned as impractical. I call them intensely practical. In fact, I can conceive of no subjects, properly pursued, which are more practical—that is, ultimately practical—for the teacher, the jurist, the editor, the minister, the banker, the city commissioner, the statesman, the legislator, or for the responsible heads of hundreds of business enterprises dealing in innumerable ways with large numbers of human beings.

Practical as such subjects may be in the long stress of a great life-work, students may miss their higher values through pursuing them for immediate utility. The Dean of the Agricultural School of a great university was urged by professors of literature, history and philosophy to have more of these

courses for students of agriculture. "Certainly," replied the Dean, "we want such studies, but make them as practical as possible." His answer illustrates the weakness of the so-called liberal studies as usually presented in technical schools. Without the liberal spirit, the studies are no longer liberal. The direct pursuit of culture, like the pursuit of happiness, is a futile quest. In college, as elsewhere, he who would find his life must lose it, and he who loses his life will find life and find it more abundantly.

IV

I have contrasted liberal and vocational education. I have contrasted broadly cultural study with narrowly cultural study, ultimately practical education with immediately practical education. The one prepares for right thinking, for abstract reasoning; it enables men and women to meet new situations, analyze them, discover the issues involved, and develop new solutions in new crises. The other trains people to meet old situations in prescribed ways. The one is necessarily a long preparation; the other may be short. But do we rightly condemn any investment because its returns are not immediate? The apple-tree is not less useful than the turnip plant because it requires more time and culture.

Preparation for leadership does require time. Nowadays we take our pleasures, travel, exercise, business, dancing, marriage, divorce, bankruptcy at a sixty-mile-an-hour clip. Some people expect to get an education at the same pace. Some people would "make culture hum," as they would boom a town. A day or two ago I saw an advertisement which absolutely guaranteed success to any child who would attend a certain business college for six months. Correspondence schools will undertake to prepare you for anything so quickly that a college course seems a waste of time. In our generation men have made fortunes in a year or two by exploiting chewing gum, and defacing the landscape with the astounding announcement that the gum is round. Who can resist buying

gum that's round! At the same time chewing gum types of education have been offered for sale in small packages. The buyer soon discovers that the flavor is gone, but he can keep up the motions until a new kind is offered in a beautiful pink wrapper. It is a barren year that does not produce a new nostrum that will cure anything in ten days, and a new six-cylinder education that will surmount all difficulties at top speed.

Every now and then, a boy or girl says to us: "I want to become a writer. I have great talent in English composition. I must not waste time. I don't want to study history and philosophy and sociology and literature and economics. My specialty is writing." It is difficult to convince such a person that if one wishes to write, he should have something to say. Others are ambitious to become public speakers. They will not study logic and psychology and government and science in a broad way. Not at all—that is not their business. As they wish to become public speakers, of course they desire only a course in public speaking, and that a brief one. Why waste time? The man in the magazines cries out to anyone: "I can make you an effective speaker in fifteen minutes a day."

Few perceive that specialization, which they call the keynote of the age, is utterly ridiculous except on broad foundations. Specialization is thoroughness in a particular field, but no one field of knowledge can be understood except in its manifold relations to other fields. There is no royal short-cut to preparation for leadership. It has been well said that a baseball pitcher ripens early, but a supreme court justice is a rather mature product.

V

These twenty-five years of the life of Colorado College have seen notable advances in professional and technical education. Medical schools have steadily improved their teaching and their equipment. Of late some of the weakest and most pretentious of them have been forced to close their doors.

Some of our law schools have developed courses of study which are broadly educational, not merely preparation for the routine practice of law. Agricultural colleges have come to their own, and are now preparing men for productive activities that were, until lately, impossible. Schools of engineering have made use of modern scientific discoveries until their graduates now perform, with certainty of success, feats that seemed impossible to the previous generation. Schools of dentistry and pharmacy, of advertising and household arts, of business and commerce have brought their students closer to vocational problems. There are technical schools striving to prepare for almost every position in life, from pearl-diver to aviator, and the aim is always efficiency. These courses are, for the most part, immediately practical, and their students, for the most part, are bent on acquiring the greatest possible amount of obviously useful information and experience in the shortest possible time.

But there are careers of vast importance to mankind for which all the technical and professional schools of today seem to offer no broadly valuable preparation. The world needs today, as it has always needed, ministers of the gospel with the zeal and inspiration of the missionaries of old. The world needs today, as never before, genuine leadership in the realm of journalism. The world needs today, more than it can know, leaders equal to the growing opportunities for improving human life in manifold forms of social service. The world needs today in commerce, in manufacturing, in banking, in mining, in distribution, in transportation, men with a conception of the meaning of their enterprises and their opportunities far beyond the scope of technical preparation. The world needs today leaders in literature who may take their places beside the great ones of other generations. The world needs today, in shameful measure, available men and women equal to the tasks of leadership in the government of our states, of our nation, especially of our cities.

We have had leaders of great stature in the past—prophets, editors, social reformers, captains of industry, poets, men

of letters, statesmen—but the greatest of them, in so far as they have been prepared for their life-work by formal education, have depended, not on vocational schooling, but on the broadly cultural and ultimately practical education of the college of liberal arts. And the greatest of them, as you yourselves have learned, are the quickest and keenest in perceiving their indebtedness to the kind of influences which characterize the life of this College. Again and again, men have acknowledged the usefulness of their studies in technical and professional schools; but they have added that it was the broadly humanitarian education of the old College that inspired them for their life-work and enabled them to see in it all far more than material rewards.

The liberal education of this College may bring material rewards as a by-product. Fortunately, or unfortunately, it usually does, because the kind of education which makes a boy worth a dollar a week more, a year from now, may make him worth ten dollars a week less, ten years from now. Vocational schools which lead directly to the pay envelope are “finishing” schools, since they tend to end the possibilities there. The liberal, ultimately practical education of which I have spoken is the work of a “beginning” school. A college of liberal arts, properly conceived, is a beginning school; because, by the time it sends its men and women out to take up their responsibilities as citizens, they have just caught a glimpse of the broad road of possibilities ahead and of fields of human service which, but for the college, would have been beyond their imagination.

VI

If all this be true of the old college of liberal arts, why these predictions that it will be crushed out between the nether millstone of the ambitious, immediately practical high school and the upper millstone of the ambitious, immediately practical state university? Why has the dissatisfaction with the old college of liberal arts been growing apace? I venture

to answer that it is because we have had too little of the old college and too much of the modern attachments that are serious hindrances to the broadly cultural type of education I have described.

No faculty need be told that students have made the side shows the chief business of the circus until those in the main tent do not know what is going on. Yet a college president who dares to emphasize intellectual matters, rescue the curriculum from the diversions, and makes the faculty more than an incident in the life of the college, is either hung in effigy or elected President of the United States. Innumerable distractions of social affairs and intercollegiate athletics our colleges have chiefly advertised during the past decade, and the dominant interests of their students are now what we might reasonably expect. The ultimately practical liberal education is not a by-product of supreme devotion to the immediately entertaining affairs of student life. The adverse criticism is not directed against anything essential in the old college of liberal arts, but against the new influences that have proved antagonistic to intellectual and religious life.

VII

The small college of liberal arts is historically a religious institution, as shown by church affiliations, by the choice of trustees and presidents, by the traditional morning services, and by the location of the chapel as the architectural center of the college. The whole history of education back to the first universities of the early Renaissance and their fore-runners throughout the Christian era is concerned almost exclusively with religious institutions. The college without religious services has not stood the test of time; it is on trial.

The last decade will be known, in the history of higher education, as the period during which many sectarian colleges have become non-sectarian over-night, at least on paper, and have tried to play their new part while remaining true to the denominations that gave them birth. An institution of higher

learning demanding and receiving support one year from the churches of a denomination, on the ground that only through such a college could they hope to enlarge the sect, and the next year renouncing such affiliations for the sake of pensions, is not a performance of which a college may be proud.

To be sure, the change of heart in some cases is merely the change of a few forgotten phrases. One may now visit non-sectarian Episcopal colleges, non-sectarian Baptist colleges, non-sectarian Methodist colleges, and have no doubt what kind of non-sectarian, sectarian college he is visiting.

We are too close to this whole movement to judge of its probable outcome. History has given us centuries of evidence of the character of the product of the older type of college. The ultimately practical value of the newer type and the resultant kind of leadership are as yet unknown. The American college of today is on trial. If this fact were not made clear by the widespread dissatisfaction with the college, it would be perfectly clear in the light of history.

I do not mean to imply, as some do, that an institution cannot be Christian unless it is sectarian, or that a university which is not conspicuously religious is necessarily pagan. No institution in a Christian country can escape the influence of Christianity. But I do mean to say that nothing—absolutely nothing—in the newer type of great university has taken the place of the old chapel and the dominant religious influence of the traditional small college, the most potent single influence in the production of the college-bred leaders of the present day.

At nearly every large university in the United States the chapel service has become a thing apart from the life of the institution, rarely visited by most of the faculty and students, or it has been transformed into a secular rally of no more spiritual value than a minstrel show, or it has been renounced as of no concern whatever to an institution of higher learning.

On a visit to one of our notable universities, I took pains to arrive in time for morning prayers. In the town no one

could tell me the hour of the service; on the campus the first group of students I found had not heard of any service; the next group directed me to the wrong place. After a few more futile inquiries, I gave up the search and would have missed the service had I not heard the organ. Inside the chapel I found the worshippers—six girls. That university had spent a hundred thousand dollars on its chapel.

At the chapel service, so-called, of another university I found students gathering in frolicsome spirit as if at a country fair. The service opened with an attempt to start a dog fight in the rear of the room and ended with a college yell. Between a prayer and a hymn came an exhortation to all loyal students to attend a football rally, and an invitation to a baked-bean supper. This vaudeville performance they regarded as an improvement on the old form of chapel service.

The desire of the students of one great university of the Mississippi Valley to popularize the chapel service was set forth this year in the student paper. It tells frankly, naively, and with all seriousness, the attitude toward religious matters of the majority of students in our large universities. One editorial says: "In answer to a petition from the Student Council, (we have) the use of not more than fifteen minutes at the beginning of each chapel-service for announcements relative to student affairs. The period must no longer be considered as purely religious in character. A new element has been added. Chapel Hour has become a time set apart for the entire University to come together, faculty and students alike. At Columbia the weekly gathering in chapel is no longer held for religious experience only but for the good of the University as well. From our point of view the latter influence is more universal, more socializing in its effect; and in our opinion, the religious impulse will follow more freely upon the discussion of affairs of common and vital interest to those in attendance."

Religion, it seems, is not a matter of vital interest, and so these enterprising students urge that it be replaced by something "for the good of the University."

A later editorial says there will be a presiding clergyman, "but the usual sermon will be supplanted by a talk of an irreligious nature The majority of students, we believe, do not feel the need of religious experience during the week But with the religious so much reduced and the generally-interesting aspects introduced attendance should greatly increase. In closing, we should like, once more, to express ourselves as very much in favor of the new innovation as a means by which more of the students will be interested in Chapel and as a means for carrying out the real object of such a service."

It may be that the students of this institution are mistaken; it may be that the real object of a chapel service is not the real object of a football rally; it may be that our state universities are neglecting one of the essentials of a liberal education. If so, our private colleges of liberal arts will do well to conserve and strengthen the religious influences which were dominant in the early history of the American college and in its prototype at Oxford and Cambridge.

VIII

To have stood without compromise for this broadly cultural, ultimately practical education, in western states, throughout this quarter of a century, against the dominant tendency of the age, is a notable achievement. In no other time or place since our first college opened at Newtonne have the difficulties been so great. Only a stout heart could have kept the courage of the quest. Yet it was a work that required twenty-five years. The fruition we celebrate this week could not have been expected in a briefer period. Nine teachers in 1888, now 50; 29 students in 1888, now 657; no endowment in 1888, now \$1,000,000: these figures are significant only in so far as they do *not* involve the sacrifice of the highest ideals of a college of liberal arts.

That William Frederick Slocum should have given his life to the building of a college of liberal arts of the type I

have described seems almost inevitable. The call to such service was in his blood. With grandparents of New England stock descended from the Pilgrim fathers, with the influences of a classical college in the Commonwealth of Massachusetts, with a love for literature that found him at sunrise in old East College Hall at Amherst still reading the romance of a New England town, and with a passion for teaching that has never been dulled by the mechanical problems of administration, he came as an educational pioneer to the Rocky Mountains to demonstrate, by the splendid example of the institution he should create, that the type of college of liberal arts that had trained great leaders in the early life of our nation was equal to the task of training new leaders for the new life of the frontier. He came to you, to Colorado College, where, as the President of Harvard University said of him last June, "he maintains the high traditions of the American College as a home of scholarship and a place for training citizens."

To those who do not comprehend the vital significance of the college of liberal arts in our national life, to those who do not perceive its unique mission outside the scope of professional and technical schools and great universities, to those who have acquired the American habit of attempting to estimate educational service in terms of numbers of students, departments, grandeur of buildings and size of salaries, it must have been amazing to find the President of Colorado College declining the invitation to become the president of a state university which now has an enrollment of 4500 students and an annual income twice as large as the endowment accumulated by Colorado College during this quarter of a century. But I know a man on the New England coast, a life-long friend of the President of Colorado College, who understands it all, who has declined the calls of three universities in order that he might devote his quarter of a century of service to a college which stands in Maine for the same ideals. These two men seem to have discovered that training for the highest type of leadership is not a wholesale business, is not, in fact, a business at all, is personal rather than mechanical, and there-

fore has no real concern with quantitative standards of success.

If, in closing, I were allowed a word concerning the mission of this College, I would say that its hope of distinction lies not in competing with state universities in numbers of students, in social distractions, in athletics, in variety of courses, in multiplicity of departments, or in quick concessions to an age which would sacrifice the ultimately practical for the immediately practical, the ideals of heroic leaders of the past for the whims of a modern crowd. No, Colorado College, with a conception of its mission in training men and women for Christian leadership, will consecrate itself to intensive, not extensive, work. It will have a higher ambition than to become a university. It is still true that at a great university a boy may go through more college, but at a small college, more college may go through him.

ADDRESS AT THE ALUMNI DINNER.

DAVID F. MATCHETT.

The remarks of our toast-master bring the past quite vividly before me. I have a very distinct recollection of the trip to Boulder which he has read about, and some of the events which led up to it.

I had entered College here in the fall of that year, and up to that time, had been fairly successful as I looked at it. I had become the official horse jockey of the Slocum Administration, and the pasture on which that horse grazed, as I now see, has been turned into a tennis court by the barbarians who have succeeded us.

It was a rule of the College then that each student in his turn should deliver before the assembled students and faculty, after chapel, and upon the day appointed for him, some literary production suited to his capacity. I think I may truthfully state that attendance upon these exercises was compulsory, so far as the faculty was concerned. I think that is so because the faculty did attend upon these exercises.

It happened that in my younger days, while in Iowa, I had given some time to writing a speech on John Brown, whose claims to heroism I had often heard discussed at our home fireside. My mother was a great admirer of the old hero of Harper's Ferry, and as a result of her enthusiasm I had to come to have a real admiration for him. If there was anything of merit in that speech, I should say she is entitled to the credit for it.

This production I had given at these chapel exercises one morning with the result—I can remember well indeed—that Professor Hendrickson called me to the foot of the stairs in the old Palmer Hall, and told me I had been chosen by the

faculty to represent Colorado College at the State Oratorical Contest which was to be held at Boulder in a few days.

The time was very short, and after a little dressing up the oration was mailed as required by the rules, to the Judges on thought and composition. The oration was dressed up, but I must humbly confess that the same remark could not be truthfully made in regard to the Orator. In this situation, Mrs. Slocum, with that great tact and kindness which has always distinguished her, came to my rescue, and after numerous conferences it was ascertained that the Prince Albert suit which President Slocum usually wore when he gave his addresses, fitted me exactly. It was therefore placed at my disposal. Providence continued to smile on me, and the boys one morning after chapel presented to me as my own property the silk hat and cane, under the circumstances which Doctor Arnold has read from the files of the old *Collegian*, and thus provided for we made the trip to Boulder.

I should be glad some time to have the proper department of Colorado College explain to me from a psychological standpoint the emotions which came upon me while I was wearing that suit of clothes. I found it almost impossible to refrain from making "ethical talks" on all sorts of subjects, and in particular I found myself under an almost irresistible tendency to explain the distinction between "truth" and "veracity." I shall always remember the expression of relief on President Slocum's face when he received that suit back from me uninjured. I shall always have a kindly feeling for that suit of clothes. It has been a great comfort in the ups and downs of life to know that I have a real friend like President Slocum who wears good clothes, and to understand that in a pinch a suit of clothes made for him would fit me fairly well.

Yes, the past has been very vividly before me during this last week. When I first came into town I had my hour alone on the old campus. I was there before the rest of you were up and about.

You must not think it strange when I tell you that I found myself resenting very much the changes which have come

about since I went away. You younger folks must not feel hurt when I tell you that I found myself actually resenting your presence on the campus, and a question in my mind as to whether you had any actual right to be there. I really thought of putting up a sign telling everybody except Tibbs, Swift, Hastings and Arnold, to keep off those premises.

Now that I have mingled with you younger folks for a week and become used to you, I can say without attempting to flatter any one that I like you fairly well.

Then I find myself resenting very much all this talk about the great advancement which has come to Colorado College in this last twenty-five years. To me it has seemed perfectly clear that you have not and cannot have as good a College now as you used to have when we old-timers were all here and when Doctor Arnold ran things (among the students, of course) to suit himself.

I think my position can be demonstrated by the simplest rules of arithmetic. I will prove it to you. There were just two in the class in which I graduated, J. B. Kettle and myself. Each of us had one-half of President Slocum, one-half of Professor Cajori, one-half of Professor Strieby, and one-half of Professor Loud, and so ad infinitum.

There are seventy odd persons in this graduating class as I understand it. Now I will let any member of this class answer whether one-half of Professor Cajori isn't worth more to the student than one-seventieth part of him.

Seriously we were closer to our teachers in those days than you can be now. In fact, Cajori and I were at one time so close together that our best friends doubted very much whether we could ever be separated. We did, however, each of us working hard at the matter, in time succeed in extricating ourselves.

I remember, too, the time and night in which the Apollonian Club was born, and all the great events that led up to it. The Minerva Society came along a little later. It was my wish that the members of Minerva should be received into the membership of the Apollonian Club, but the conservatives, who

evidently did not have with them the spirit of prophecy by which they could foretell the great movement for the enfranchisement of women which has come and is still coming, voted me down on that proposition and so Minerva was organized. I always felt that she was a sort of a rib taken out of the side of the Apollonian Club much after the manner which is described in the first chapters of Genesis.

Well, it has been good to be here. This is our old fire-side and we feel again its warmth and glow. We are again in the presence of our intellectual mother, and in that presence bending low seek anew a benediction and consecration.

I once heard one of the most gifted of American scholars say that he wished for the day when some MacLaren might come to tell the world fittingly the story of that devotion and self-sacrifice which the earlier settlers of our Western States had laid on the altar of higher education.

To those of us who in its earlier years went forth from this College that story was not unknown, nor can it ever be forgotten by the boys, who, reared in the bosom of the great West, remember with what of toil and sacrifice our fathers laid broad and deep the foundations for that prosperity and happiness, which the years have brought to these splendid Western Commonwealths.

The pioneers of the prairies were sometimes unlettered and unlearned; yet with rare wisdom they sat in judgment on their own limitations, and resolved that the intellectual culture, which circumstances had denied them, should be the inheritance of their children. Rarely, indeed, do we find examples of more disinterested devotion than that of these men and women, to whom the world of ancient learning was silent and unknown, who yet gave their lives in loving service that the generation which was to increase while they must decrease might sit at the feet of Plato and Aristotle.

Out of that splendid spirit of the West, Colorado College was born. Happy, indeed, are the circumstances under which we, her sons and daughters, celebrate this day.

Twenty-five years have come and gone. They seem like

a tale that has been told. Yet as we look about we see what well might mark a century of progress.

Some who have labored in this work have gone to that great school, where they sit at the feet of the Great Teacher, but most of those who wrought in this behalf, are here, yet young in heart and strong in life. We remember all, we forget none. Honor to whom honor is due.

Yet has it been, indeed, just and fitting that in this week of festival and joy, we have borne witness to the worth and devotion of the man, who for the last twenty-five years has guided the destinies of Colorado College.

The work of President Slocum has been to bring the best ideals of the East to the best of the West. In that work he has had the vision to see, the faith to believe, the wisdom to plan, and the strength which brings things to pass.

Whatever of honor may be justly due to others, only one can share the tribute which must be his, and that one is she who, wise and gentle, laboring by his side throughout these years, has left across all our lives, the fragrance of a woman's robes.

So lifting up our eyes unto the hills from whence cometh our aid, we do on this day crown these two rulers of our hearts by the grace of God. To him our message is "Well done, Thou good and faithful servant." To her, "Many daughters have done excellently, but thou excellest them all."

We rightly rejoice in the great prosperity which has come during these years to Colorado College. Her numerous buildings matching the beauty of the earth below and sky above; her larger endowment with all its means of added influence and power; her larger faculty whose worth and learning has made her known and respected by all the scholars of the land; her students and graduates gathered from far and near, and from hence going thither to carry her message; for all these larger things, which have come into her life we all rejoice. Yet we do the more rejoice, that (in a wider and fuller sense) amidst all this change and outward progress, she has not really changed but abides in essence the same as on that day of

the long ago, when her students, like the disciples of old, met in a single room to receive her message.

For while all else changes, her ideals abide; and these are the invisible influences which bring us here and bind us together at her feet.

What are these things she has stood, and now stands for? In what has and does her creed consist? I must be brief.

First it seems to me is her belief that the end of all intellectual effort should be to obtain a knowledge of the whole truth.

The scientists tell us that the history of our race has been that of gradual development, and that the steps by which we have attained to our present knowledge have been slow and painful ones.

Somewhere in that remote past, a biped, whose eyes hitherto had been turned towards earth, lifted them to the stars, and lo, the image of his Creator was upon him. It was to him and for us through him the beginning of that anguish and pain in which the whole Creation groaneth and travaileth together until now.

And at a later day these came to this "thinking man" as the first serious problem of his intellectual life, the desire to know if he might, or find if perchance he could, some one universal principle, by which he could explain the relation of himself to the world about him. From the days when Thales thought to find it in the flowing flood, and Heraclitus in the flaming fire, the tendency of the human mind has been to swing from one extreme of truth to another, and the peril of intellectual culture has been that of a one-sided mental development. Idealism or realism, spiritualism or materialism—by whatever names they may be called—these have struggled for the mastery of our intellectual life—and the victory has rested now with the one and now with the other.

Holding these two tendencies in proper balance and relation, Colorado College has insisted each should have due recognition in intellectual training.

Our times, the thought of which is largely controlled by

the scientific spirit, have witnessed the triumph of materialism, and men have been carried very far from the ideas and ideals in which our modern world took root, and which have hitherto been supposed to constitute its imperishable glory.

Mechanical inventions have brought the ends of the earth together. Time and space have been almost annihilated. The social and economic life of our people have been thereby revolutionized: and in unnumbered ways the discoveries of science have tended to the physical welfare, comfort and happiness of the human race.

Hand in hand with invention has grown the commercial spirit; resulting in the marvelous development of our great cities, the almost miraculous growth of our trades and manufactures; bringing the populations of the earth together in a fierce struggle for subsistence, and awakening in the minds of men, the desire for that power and influence, which in a community such as ours has become, must of necessity belong to the possessors of immense fortunes.

In the life of a people dominated and controlled by influences such as these, men have inclined their ears and listened to the voices of the intellectual priests and prophets, who insist that the ultimate scientific and religious conceptions constitute the realm of the unknowable, that thought itself is simply a relation, and that truth itself has no objective reality.

I need not point out to you the wide divergence of these principles from those in which our modern world took root; for our modern world struck its roots in Calvinism; and Calvinism in turn drew its inspiration from two sources—the philosophy of Plato and the ethical teachings of Jesus as interpreted by St. Paul—nor need I explain how Jesus and Plato each held that the truth he taught was absolute, the one insisting that His disciples, if needs be, must cut off the right arm or pluck out the right eye, while the other of all truth which he taught, loved most of all to dwell on those absolute and objective ideas which he declared lay far beyond the range of sensual vision.

Now from all these material achievements and tendencies

of our modern world Colorado College did not and does not turn aside. She has rejoiced in all the achievements of science. In those splendid triumphs she has shared. She has acknowledged the utility of the inductive method of thinking on which that science so largely rests. We are glad that the lightnings have been tamed, and that the world has been encircled by arms of steel. But in all these, and above all these, higher than the things that perish, above the busy hum of industry and toil, above the rush and roar of commerce in the busy marts of trade, above, beyond them all, in her conception stand the ideals of absolute beauty, absolute justice and the absolute truth.

The centuries have come and gone but our ideal scholar yet remains the broad-browed Plato, he of the Academy—of whose birth it hath been fitly spoken, that, "Whether voices were heard in the sky or not, whether his father or his mother dreamed that the man-child was the son of Apollo, whether a swarm of bees settled on his lips or not, the man who could see two sides of a thing was born."

But while thus loyal to the whole truth Colorado College has also believed that the search therefor should be made in the spirit of tolerance.

Our Alma Mater is a free College. Her motto has been that of Milton's famous essay. "Let truth and falsehood grapple. Who ever knew of truth being put to the worst in a fair encounter?" She has believed in progress. She has thought the time at hand when the world might cease to crucify its Saviours.

Out of the struggles of the past, through the smoke and flame of persecution has come intellectual freedom. We have claimed it as our priceless heritage.

This has been the Ark of the Covenant, made doubly sacred as we remember the dark page, which intolerance has written in the history of our race.

We remember Spinoza, he who of modern thinkers first taught that all things which are lie buried in the abyss of the divine substance. Yet this is the condemnation which his own

gave to him, while they turned him from the synagogue: "Let him be cursed by the Lord God of Hosts who dwells above the Cherubim, whose holy and dreadful name was pronounced in the great day of atonement. Let him be cursed in heaven and earth by the very mouth of Almighty God." And of this man thus driven forth, two centuries later, Schleiermacher writes, "Let us offer a lock of hair to the memory of the holy and excommunicated Spinoza."

"I, Galileo, being in my seventieth year, being a prisoner and upon my knees, and before your eminences, having before my eyes the holy Gospels, which I touch with my hands, abjure, curse and detest the error and heresy of the movement of the earth."

Such was the confession which by threats of torture an intolerant age wrung from the trembling lips of Galileo.

Listen again, "Any man denying the doctrines of the Trinity, of the divinity of Christ, or that books of Scripture are the word of God, or the resurrection of the body, or a future day of judgment, and refusing on trial to abjure his heresy, shall suffer the pain of death." These were the words of the Statute of heresies passed by a British parliament which sat at Westminster in 1648.

While we thanked God that such things were of the past, we have put from among us the spirit which made them possible: convinced that no sincere or honest soul has ever sought for truth wholly in vain and believing that no one walking in the darkness of this world can afford to despise the light cast on his pathway by a brother's candle. Her spirit has been as that expressed by one of our own poets.

"Not from a vain or shallow thought
His awful Jove young Phidias brought,
Never from lips of cunning fell
The thrilling Delphic oracle,
Out from the heart of nature rolled.
The burdens of the Bible old,
The litanies of nations came

Like the volcano's tongue of flame,
Up from the burning core below,—
The canticles of love and woe ;
The hand that rounded Peter's dome
And groined the aisles of Christian Rome,
Wrought in a sad sincerity,
Himself from God he could not free ;
He builded better than he knew ;
The conscious stone to beauty grew."

Standing for the whole truth and the largest intellectual freedom, Colorado College has nevertheless insisted that the search therefor should be made in the spirit of reverence. He was a wise Greek who taught that God had given reverence and justice to all men, because cities could not exist without it and therefore ordered that he who had no part in reverence should be put to death, as an enemy of the State.

I will not need to enlarge upon this thought, for I know you will grasp my meaning. It is this: The institutions which have come to us out of the past, the result as they are of the best thought and effort of the generations which have preceded us; perfected by the toil and tears and sacrifice of the wise and good men and women who have gone on before us; these institutions are not to be lightly esteemed or hastily cast aside. I recall with pleasure that amongst the men of Colorado College no one was regarded as intellectually great, simply because he loved to desecrate the graves of his ancestors. The spirit of the "rough riders" found no place with us. Colorado College has always had her face to the future, but she has never forgotten the great debt we all owe to the past.

Reverence, I know is not easily defined, yet most certainly the spirit of worship is one of its primary elements, and I suppose that we worship most reverently in the presence of that which we can not fully understand.

At the basis of true worship lie the eternal mysteries.

With all our learning not one of these mysteries has been explained.

We have searched the universe with telescope and microscope, yet nowhere have we found aught which would make clear to us this daily miracle which we call life.

We have studied the rocks of the earth, and classified the races of mankind, yet standing by an open grave today, must say as Omar sang more than a thousand years ago.

“Strange, is it not, that of the myriads who,
Before us passed the door of darkness through,
Not one returns to tell us of the road,
Which to discover, we must travel too.”

Before these eternal mysteries of Life and Death, let us bow down and worship in simple faith, believing that what we know not now, we shall know hereafter.

“So when that Angel of the darker drink,
At last shall meet you at the river brink,
And offering his cup invite your soul
Forth to your lips to quaff, you shall not shrink.”

Jan 15/14

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Colorado College. (June 10th, 1913.)



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SCIENCE SERIES

Nos. 1-29 Science Series, 1-4 Social Science Series and 1-14 Language Series, have appeared in *Colorado College Publication*, Vols. 1-10 inclusive. Nos. 1-17 Science Series, 1-3 Social Science Series and 1-9 Language Series, are out of print.

SCIENCE SERIES—Vol. XII.

- No. 1. The Myxomycetes of Colorado.—*IV. C. Sturgis*.
- " 2. Stellar Variability and Its Causes.—*F. H. Loud*.
- " 3. On the Transformation of Algebraic Equations, by Erland Samuel Bring (1786).—*Translated and annotated by Florian Cajori*.
- " 4. A Comparison of Temperatures (1906) Between Colorado Springs and Lake Moraine.—*F. H. Loud*.
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SOCIAL SCIENCE SERIES—Vol. II.

- No. 1. The Cripple Creek Strike, 1893-4.—*B. M. Rastall*.
- " 2. Tributes to the Late General William J. Palmer from his Fellow Citizens of Colorado Springs.—*Edited by Mary G. Slocum*.
- " 3. The Nation's Guarantee of Personal Rights.—*President W. F. Slocum* z
- " 4. Phi Beta Kappa Address: The Academic Career.—*George Lincoln Hendrickson*.
- " 5. Baccalaureate Sermon.—*William F. Slocum*.
- " 6. Historical Address: A Liberal Education.—*William T. Foster*.
- " 7. Address at the Alumni Dinner.—*David F. Matchett*.

THIRTY-NINTH ANNUAL REPORT

(June 10th, 1913)

BY PRESIDENT WILLIAM F. SLOCUM

Printed at the request of the Board of Trustees

To the Board of Trustees.

GENTLEMEN :

This meeting completes twenty-five years of the present administration of Colorado College, and it is not inappropriate to make some accounting of what this quarter of a century has brought to your institution.

During this time there has been developed at the center of this section of the country an American college of the first rank. To do this it has been necessary not only to pay debts left over from previous administrations and replenish an empty treasury; but to create endowment funds, erect and equip buildings, provide a library, reconstruct and largely increase the faculty. Meantime there has gathered a student body of considerably over half a thousand young people, and there have gone from the College graduates who are men and women of character and intellectual training, many of whom are already filling places of distinction in professional and business life in this and foreign countries.

The work of the College has been constructive in principle, and its contribution to the betterment of the world and the nation has been of distinct value. Established by the founder of our city, coincident with the beginning of the municipality, it has become the most important factor and asset in its creation and upbuilding.

Its faculty has been gathered from such leading institutions as Harvard, Yale, Columbia, Johns Hopkins, Princeton, Chicago, Amherst, Williams, Vassar, Smith, Oberlin and other educational foundations.

Harvard University not only welcomes our graduates into her professional schools without examination, but has estab-

lished a system of academic exchanges by which the most distinguished members of her faculty are allied with ours as part of her teaching force. It also receives into her faculty with full standing, publishing their names in the catalogue, members of the faculty of Colorado College to teach and lecture at Cambridge.

Of its place in the college world Dr. David Starr Jordan, Chancellor of Leland Stanford University, has said: "I have had many opportunities to judge of the standing and character of Colorado College, and in my opinion it is an ideal college, with a ranking equal to the best in the country. It is the best college in the west, and in some respects it is better fitted than eastern colleges, in that it has better equipment for the number of students than many of them. Colorado College is well located, has fine buildings, and an excellent staff of teachers. In fact, many of the large institutions of the country pay it a compliment by taking teachers from its staff. We have three at Stanford." President Lowell of Harvard University has added within a few weeks, after a careful examination of its work and its standards, that "Colorado College ranks among the four first colleges in the United States."

The place and standing of Colorado College are not, however, dependent upon the recognition of other institutions. These rest upon its own work and achievements.

It is well for all the members of this board to remind themselves of what has come to pass in their institution during this period of two and a half decades.

The basis of its foundation was laid when in 1870 General William J. Palmer set aside and donated this campus for the establishment of an institution of the higher learning, and when ten years later its first building was erected, turning the first earth for its foundation, he said: "My friends, in breaking this ground, let us set apart and forever devote it, and the structure which is to rise upon it, to the purpose of education, in the most unsectarian ways, to the discovery and the inculcation of truth."

Perplexing years followed, when brave and devoted men and women made heroic efforts to maintain the College. When at last financial ruin threatened its life, a man generous of his time and strength, and with rare devotion, took up the hard task of trying to save the College from the wreckage which

touch'd it on every side. To Prof. George N. Marden for his unselfish struggle to keep the College alive it owes a great debt of gratitude.

At the opening of 1888 it seemed to many that it was not worth while to continue the struggle to establish a foundation of the higher learning in this place. The number of students was less than thirty, with one or two exceptions all from Colorado Springs. Its funds had been entirely exhausted; the campus had been sold for unpaid taxes; one building was all that was necessary for its limited work. This building contained a scanty equipment, a library of a few hundred volumes, and everything which the institution owned for the making of a college. There had been no administrative officer for several years, except as a member of the faculty had undertaken these duties. To many it seemed as if the attempt to create a college here was utterly hopeless; to others, that by selling a large part of the campus, and paying off debts, the school might be put on a narrow basis and possibly be carried on largely for a local work that might be of some value. This would keep expenses down to a small amount and a few years would at least test whether even this was worth while. There were others, however, who before there was a state of Colorado, and when there was only a bare prairie and a few ranches and scattered mining camps, had believed there was to be here in this Rocky Mountain country a group of important states, with Colorado as the most commanding of these commonwealths. To them there came the vision of an educational foundation of the higher learning in this city, especially adapted for an educational center.

As the new administration took up its duties these men stood with generosity and strong purpose for the carrying out of the high ideal which led to the first gift of land for a campus, and to the development of a college of the highest rank. After that there disappeared the notion of selling half of its campus, and the idea of a school of ordinary standards and meager equipment, and the task was undertaken to carry out the high ideal of its founder.

The standards were raised to those of the better colleges of the east; no one was graduated for three years, and then

only two students were able to complete the course; new men with high conceptions of standards and academic learning were added to the faculty, who joined with those who had toiled amidst the discouragements of the past to hold together with the hope of a better day, what there was of a college.

It has been fortunate for the College that a number of men of unusual scholarship and teaching power, on account of their health found it would not be wise to live in the East, but could work in this climate. They joined their high scholarship and strong and clear conception of what a college of the higher rank should be to the purpose to create an institution of permanent value. One whose memory is still cherished with great regard acted as the first Dean. He had led his class at Yale University, and was a man of rare ability and tenacious strength of purpose. In spite of great physical limitations, because of the disease that later cost him his life, he made a contribution to the reorganization of the intellectual life which still plays an important part in the educational values of the institution. I refer to William Montague Hall. As the years come and go, other men of similar ability and character have become members of the faculty. It has seemed as if a high destiny had been working for the College in marvellous ways in all these years, helping in the realization of the noble purpose which was in the minds of its founders; a destiny which has been supported by the prayers of earnest men and women and the conscientious toil and untiring labors of as faithful a group of instructors as ever bound themselves together to teach the youth of a nation. Behind these there have been men and women, who have contributed with very unusual generosity to the creation and support of the college. They have given also unstintedly of their time and wisdom to the administration of its finances. No institution has been more fortunate than this one in its friends, and only those who have been closest to the administration of its affairs can understand what these gifts of time and skill have meant. The burdens, the toil, the anxieties of these years have been many and unceasing, but they have all been lightened and made possible to bear by the personal friendship, the kindly support and the generous gifts of those who will be cherished in loving remem-

brance as long as one has power to feel and think. Not only is this true of General Palmer, the founder of the college, but it is likewise true of other men whose names I should like to mention at the close of this quarter of a century of service made pleasant by the abiding helpfulness of these friends whose personal kindness one can never forget. Three of them sit to-day at this table and you will let me speak their names,—William S. Jackson, Irving Howbert and J. M. Bemis.

In the enumeration of the forces and influences which have entered into the making of the college, appreciative recognition should be made of that section of the Christian Church which contributed to it its approval and loyalty in the earlier days. The Congregational denomination, so famous for building colleges, gave in the first years of *its* struggle warm sanction and helpful guidance. With devotion and a spirit of true piety they joined in the upbuilding of the college, saying as they did: "It is the purpose to build a College in which liberal studies may be pursued under positive Christian influences. The College is under no ecclesiastical or political control. Members of different churches are on its Board of Trustees. The character which is most desired for this College is that of thorough scholarship and fervent piety, each assisting the other, and neither ever offered as a compensation for the defects of the other." It would, however, be impossible even to make mention of the hundreds who have helped in the creation of Colorado College and the placing of it on a firm, permanent foundation.

Two other bodies of people have contributed to its evolution and its power. One of these is the earlier members of its faculty, who, when there were no funds to pay salaries and meet current expenses, yet remained loyal and true amidst great discouragements and privations. The devotion and faithfulness of these early instructors should never be forgotten, any more than we should lose sight of the rare loyalty and able service of the corps of instruction which during the past twenty-five years has helped so enormously in making the ethical and intellectual life of the institution. Not only as teachers but as authors and scholars have they made themselves felt throughout the whole country and in some cases in

foreign lands. The high ideals which they have maintained of education and scholarship have been a great power in fashioning the college and making it a center of the higher learning.

Neither should we forget the students who have helped in many ways to establish for the college its reputation for earnestness and a place where men and women are being trained for service in the life of the nation. Hundreds of these young people, breathing always and everywhere a spirit of loyalty to their Alma Mater, have graduated from the college and reflected honor and credit upon it and those who have worked for and with them. During these twenty-five years the student-body and its alumni have played a great part in making it what it is. At Harvard our graduates last year won more scholarships and fellowships than did those of any other college of our type in the country.

It is time now to make a critical examination of some of the results that have accrued from these years, and note whither they are tending.

When the present administration began there were nine members of the teaching staff. The classics were carried by one man; the English and German were in charge of a single woman instructor; the work in science was carried by one person. There was no department of philosophy, history, economics, biology, zoology or physics. A small and devoted group of teachers was doing its best to maintain the work of instruction with very inadequate compensation or encouragement. The number of students in each department was small and the equipment was practically nothing.

This year, in place of the one woman instructor who twenty-five years ago carried all the instruction in modern languages, the English department alone has one head professor, one full professor, three assistant professors and three theme critics, making eight in all, with a total registration of 380 students in that single department, with 15 courses in addition to a large amount of personal work.

The department of Romance Languages has one head professor, an instructor and two assistants, with a total of 251 students registered throughout the year, with 12 courses in French, Italian and Spanish.

The German department has one head professor and two instructors, with 144 students and 14 courses. There are now 775 students and 14 instructors in these three departments, which twenty-five years ago had altogether one instructor and there were only 28 pupils in the whole student body.

Colorado College has kept its department of classics at a high degree of efficiency, with Latin and Greek under one head professor and one instructor.

The department of philosophy, which was not in existence twenty-five years ago, now has one head professor, one full professor, two lecturers and one assistant, with 314 students enrolled throughout the year and offering 18 courses.

In place of one man carrying all the scientific work in 1888 there are now 6 fully equipped departments, with apparatus that has cost over forty thousand dollars, with the best modern laboratories and thoroughly organized corps of instructors. Altogether in these departments there are offered 77 courses and there have been enrolled this year in all scientific departments 610 students.

The department of chemistry, which was housed in a small, unhealthful basement room in what is now "Cutler Academy," with the meagerest equipment, now has 5 modern laboratories, in which 176 students can work at one time, which are supplied with apparatus costing thousands of dollars, and 16 lecture and other rooms for special study. This department has one head professor in charge, one instructor and six laboratory assistants, and there have been 127 students connected with it in this past year in 9 different courses.

The department of Biology, including zoology, hygiene and botany, which did not exist twenty-five years ago, has 230 students, and 9 laboratories, lecture and other rooms for special research, which will compare favorably with the best in the country. The equipment includes 52 microscopes and a large amount of carefully selected apparatus. Students graduating from these scientific departments have done exceptionally well in professional schools of the east.

The department of mathematics, which twenty-five years ago had one professor, has today one head professor, one assistant professor and two instructors, with 222 students en-

rolled during the year and 11 courses offered. It has made a record that has made it as a department known in every important college and university in the country.

There were in 1888 no departments of history, economics or sociology. Today they have one full professor and one assistant professor, with 16 different courses and 343 students.

Two entirely new departments are those of electrical and civil engineering, which have 65 students. They have two professors and two laboratory assistants. The equipment has already cost several thousand dollars, and the department possesses admirable laboratories and shops for practical work. Its graduates are already filling important positions in our Rocky Mountain country.

The departments of geology and mineralogy have also been entirely created in these years and are successfully manned and equipped, as is that of physics, which has laboratories and apparatus equalling that of the best colleges.

The department of forestry was established by General Palmer in 1905 by the gift of Manitou Park. The school is in charge of a dean and two instructors. An additional one is to be added next year. Its students avail themselves of such other departments in the College as are necessary for their courses.

In all there are 27 departments of instruction in the college and 198 courses of study offered, with 21 well equipped laboratories and a total faculty of 72, including professors, assistant professors, instructors and laboratory assistants.

No one thing marks the advance which the college has made during this period more than the creation and development of its well organized library. Twenty-five years ago in the north wing of Cutler Academy there was a small collection of books which had been gathered and catalogued, which was administered by one of the instructors as he could gain a little time from his other duties.

In 1894 N. P. Coburn of Massachusetts gave \$50,000 for a library and the meager collection was deposited in this new building and seemed lost on its shelves. Today "Coburn Library" is in charge of a well-trained chief and two assistant librarians, with 14 student helpers. It has over one hundred

thousand separate volumes, consisting of 65,000 bound volumes and 40,000 classified pamphlets, with 968 magazines and papers on its tables. Of these 344 are purchased by the College; 535 are gained by exchange, principally through the "Colorado College Studies," and 89 are donated. The library is in constant use from morning until night by hundreds of members of the faculty and student body, and others from the city who are given the use for a slight compensation. It would be impossible to carry on the work of the institution were it not for the "N. P. Coburn Library" and its equipment, which is growing at the rate of over four thousand volumes a year.

Today the building is seriously inadequate and overcrowded. Its shelves will not accommodate the books and the time has come for its enlargement and the completion of the entire structure, which is planned to be three times the size of the present building.

The faculty of the college during this quarter of a century deserves your admiration and high appreciation. It has been a teaching force of which any institution might well be proud. Again and again have leading faculties in the country been strengthened by calling their teachers from that of Colorado College, and yet the corps of instruction has steadily grown in devotion and teaching efficiency. Students graduating under its instruction have gone elsewhere to distinguish themselves for scholarship and intellectual achievements. This faculty has maintained a regular scientific publication, "The Colorado College Studies," which has held its own among the best publications of this sort in the country and is eagerly sought by academic libraries. Many of the faculty are distinguished editors, more than 28 books and 314 pamphlets having been issued from their pens. In one case at least their books have been translated into German, French, Italian and Russian. One often wonders whether people in our own community have any idea of the serious and able work which is being done by this group of scholars and teachers, many of whom are known widely in the institutions of the higher learning throughout the civilized world.

Nothing indicates as clearly the demand for the college and its large opportunity for efficient service as the history and

growth of the student body, which to such a large degree has been composed of earnest, high-minded young men and women, who seriously have sought to prepare themselves for lives of usefulness.

During the entire history of the College there have been connected with the institution in all its departments 4,038 students, as far as rather inadequate records of early days can be trusted, and since 1888 there have been 3,527. In this last period under its high standards 754 have won their degree, and these graduates are scattered throughout the world, rendering valuable service. In the past ten years these students have come from 43 states and 11 foreign countries.

The type is largely that of earnest, conscientious young people, who have limited financial resources, many having earned by work in Colorado Springs or elsewhere during their vacations sufficient to pay their college expenses. The story of their lives makes one feel that all that has been done for the College is much more than worth while.

The history of the financial administration of the College during this period of five and twenty years is of great interest and importance. No one who has not carried this burden or had directly to do with it can understand the anxieties and toil essential for a successful administration of a foundation of the higher learning, when it is dependent upon the generosity of benevolent people. Especially is this true in a state where there are schools maintained at public expense, and also in a new country where resources are small and the demands upon persons of wealth constant and numerous.

Again I want to pay a very high tribute of appreciation to those who have helped to place Colorado College on a sound financial basis. Without their generosity there would be no college here today. An able, honest and conscientious management of the monied affairs of an institution of this kind is at the basis of everything else. Whatever else has been done, the finances of Colorado College have been for twenty-five years administered with great faithfulness and integrity.

In September, 1888, when the present administration began its work, there were no funds in the treasury and the only resources were a number of pledges toward current expenses and a very small scholarship fund for needy students. The

campus was held by a creditor who had advanced money to pay debts. One building, badly planned for college purposes, with a small amount of inadequate apparatus and a few books, made up the equipment. The amount realized from tuition that year was \$637, which was received by the President and the books kept by him and the secretary of the Colorado Springs Company, who gave his services. There was no place to house a single student and little apparent need of such accommodation.

The campus was surrounded by a barbed wire fence, with no trees or shrubs and was only a piece of the adjoining prairie.

The conviction, however, that there was to be an institution of the higher learning, of commanding influence and with a distinct mission to the country, furnished the impulse that made the future possible. Others had toiled and prayed and the new movement was based upon their faith.

There is no time to give the financial history of the college, with its attendant story of the labors, the anxieties and the discouragements or the record of those who have given of time, money and abiding sympathy. It is a narrative, it is said, which has no exact parallel in the history of American colleges. The upbuilding of other institutions has either been by the munificence of one person, or much longer time has been taken to secure the same results as those which have been brought about for Colorado College, in twenty-five years.

It was seen, as with other institutions that have secured stability and permanence, that the creation of an endowment fund, the income of which would help in the payment of current expenses, was absolutely essential. Among other difficulties in accomplishing this was the necessity of meeting the yearly cost of maintenance while it was being done, the erection and equipment of buildings, the creation of a library and the increased expenses that came with the growth of the institution. Since the year 1888 it has been held most sacredly and conscientiously that all money given for endowment must never be used for anything else; a temptation to which institutions have sometimes yielded under the stress of paying salaries of instructors and meeting other necessary bills.

Three distinct movements to create an endowment have been under way during a large part of this period, and

have been the largest source of anxiety and labor. Soon after the beginning of the present administration, for the purpose of creating a fund, the income of which could be used for current expenses, especially for the salaries of the faculty, Dr. D. K. Pearsons was asked to help the College, and he offered to donate \$50,000 on condition that \$200,000 was raised. After several years of constant work east and west this was accomplished, and the loss on account of unpaid subscriptions was much less than in most funds of this nature.

It was seen almost as soon as this was secured that as the College had meantime grown rapidly, it was seriously inadequate, and another movement was started to secure an addition of half a million dollars, the General Education Board of New York City offering to donate the last \$50,000 of this sum. This seemed an insurmountable undertaking, and to many it was hopeless from the start. It was a task that stretched over years of intense work, filled with endless perplexities, but at last the end was reached and again the loss from unpaid subscriptions was comparatively small. Meantime the college was growing at a rapid rate and in spite of rigid economy expenses were steadily increasing. It was seen that not less than the income of one million dollars was needed, if the college was to be saved from the disaster of debt, such as fell upon it at an earlier period. A third movement was set under way to raise \$300,000, \$200,000 of which was to be added to the endowment and \$100,000 was to be used for a new building. This new fund was started again by a promise of the last \$50,000 from the General Education Board, if the full amount was secured by June 1st, 1913. This has now been accomplished, and today Colorado College has a permanent endowment fund carefully invested in income-bearing securities, which in all the years to come should be as sacredly and conservatively guarded as it has been during the past. Without it and the additions that will come to it in the future, the institution cannot do its work.

A second financial movement which was just as essential for the college was for the erection and equipment of necessary buildings. There were in 1888 no dormitories, no laboratories worthy of the name, no library building.

Again the account of the raising of funds for this purpose is too long to narrate in this report. It was decided that what-

ever buildings were erected should be substantially constructed of stone and worthy of an institution that was to remain in all the years to come, and to this policy the Board of Trustees has held.

The total cost of buildings and their equipment has been \$937,350, and these funds have always been secured independently of movements for endowment. There came in order "Hagerman Hall," the purchase of the President's Residence, "Montgomery Hall," the "N. P. Coburn Library," the gift of the man whose name it bears, the "Wolcott Observatory," "Perkins Hall," with its auditorium and organ, "Ticknor Hall," the gift of Miss Elizabeth Cheney; then what is regarded as among the best laboratory and administrations buildings in the country, "Palmer Hall," then "McGregor Hall" and later "Bemis Hall," which is called "the best women's building in the United States," and bears the name of one of Colorado College's most generous friends. There is being erected now the "Frederick H. Cossitt Memorial," at a cost of \$100,000, the gift of the daughter of the man whose name it bears, the money having already been deposited to the credit of the college.

These are all college structures in which any educational institution might well take great satisfaction. To these should be added the more than 100,000 books and pamphlets for the college library, the central heating and lighting plant, and the shops for the engineering departments and the improvement of the campus.

All this has come from the gifts of generous men and women and nothing from the state treasury, while at the same time the College is rendering a great service to the commonwealth.

Today the College has an expert and well trained treasurer and cashier and bookkeeper, with large vaults and a well-equipped and appointed treasury department, and reservations in the vaults of the "Colorado Title and Trust Company" for its securities, which are opened only in the presence of at least two members of the Board of Trustees.

The annual audit, which always takes several weeks, is done by one of the best and largest auditing firms in the state, examining critically all accounts, vouchers, bank accounts and

making a full type-written report to the Finance Committee and the President of the College.

On the accession of the new treasurer in 1911, at the request of the President, all accounts were audited for the whole term of the new administration since 1888. This occupied a large part of the summer vacation. The report of the audit contains the following statements:

"The books have been well kept and all funds have been properly accounted for. All building accounts have been kept separately and accurately. The Endowment Fund is not only entirely accounted for, but all is well and safely invested in good securities, each one of which is described in this report. All this has been secured during the present administration. Nothing of the endowment has been lost in 23 years. The auditor makes the present assets of the College to be \$1,861,536.86, including buildings and equipment and the Endowment Funds."

A study of the employee and domestic side of the college life is interesting if one wishes to study it upon all sides.

In 1888 the one building was warmed by a number of delapidated stoves and its poor light was furnished by kerosene oil lamps. The only employee was one student who swept and dusted the rooms and fired these stoves.

Today the College has its own central heating plant, and an electric lighting system that cost \$50,000 and can furnish 2,500 lights; it employs a general head engineer and superintendent, two assistant engineers, five janitors, one plumber and steam-fitter, one carpenter, six laborers and in its five college residences one house-keeper, one manager of dining-room, four cooks, five house-maids, eleven waiters, fifteen helpers in addition to student assistants. About 3,000 tons of coal were used this year in warming its twelve buildings.

In all, counting the faculty and their families, students, employees and their families, and others, there are just about one thousand people dependent upon the College, who are added to the population of the city.

It has been estimated that the College, directly and indirectly, expended in 1888 in the city \$13,400. During the past year these expenditures amounted to \$384,800, aside from

the cost of buildings, making the College the largest financial asset in Colorado Springs. Not only that, but whether business matters are prosperous or stagnant, the college will continue each year in increasing measure to make its large and lasting donation to the prosperity of the city.

But better than all this is the contribution which is made by the intellectual and ethical influences that pass out from the college into the general life of the community. These are done so inconspicuously and often silently that the full value of them is not realized. Large numbers of lectures are opened to the public without charge; hundreds of the young people of the city receive a college education who otherwise would be able to secure it; members of the faculty and their families are active supporters of the churches as well as of all that makes for the betterment of ethical and social conditions.

The past year has been an exceptional one in the life of the College. The spirit throughout the whole institution has been one of great loyalty and hearty co-operation. Early in the fall a movement was set under way by the students to raise ten thousand dollars towards the fund for the new Men's Building, and was carried through to completion with great unselfishness and devotion. The spirit which actuated this movement has been typical of the life of the college throughout the whole year. While there has been a falling off in the number of students in some of the institutions of the state, the number of students at Colorado College and the entering class last fall were the largest in the history of the institution. The Freshman Class enrollment has been 219, as compared with 173 last year, and in the whole college there have been 587 as compared with 567 last year, which, together with Academy pupils, students of music and all others makes a total enrollment of 737.

More gifts have been made to the College than during any other year, with one exception.

The gifts to the institution have been during the past twelve months, \$304,223, including \$100,000 for the new Men's Building. The receipts from tuition have been the largest ever received, amounting to \$31,147.85, as compared with \$637 twenty-five years ago. The library has increased by 4,456 volumes and 2,000 pamphlets.

Great credit is due the faculty for its admirable work done in the class-rooms, and to the office force for the efficient and conscientious handling of the details in the administration and business affairs.

Aside from the income from the residence halls, the receipts have been \$86,774.90, and the expenditures \$88,623.12.

The income from all sources including interest, \$52,-318.47; tuition, \$31,147.85; donations to current expenses, \$2,950; together with room rentals and board has amounted to \$121,158.50. The total expenses of all kinds, including salaries, \$55,042.86, maintenance, incidental expenses, care of grounds, fuel, wages, repairs, care of buildings, cost of provisions, service and repairs for halls, payment of deficit, has been \$119,491.12. This, however, does not include repairs and summer expenses.

In addition the College has received for the increase of its endowment in cash \$95,351.20. The collection of the pledges on the new fund, including \$50,000 from the General Education Board and \$13,000 from Mr. Andrew Carnegie, will make the total endowment fund fully one million dollars.

The College has added this year greatly to its permanent equipment by the gift of Mrs. A. D. Juilliard of \$100,000 for the new Men's Building, which will provide a thoroughly well-equipped gymnasium and bathing and locker accommodations; a large, well-furnished common-room for men; a commodious dining-hall with kitchens and store-rooms. The erection and equipment of this building, which has been adequately provided for by Mrs. Juilliard, will decidedly increase the efficiency of the institution. An extensive and critical study has been made of large numbers of gymnasiums throughout the country and the best experts in the administration of physical culture departments have been consulted. The building will be a center for the best life of the men of the College and provide boarding accommodations for at least three hundred men.

Every one must feel gratitude for what the friends of higher education have done for Colorado College during these past twenty-five years. The total gifts have been more than two millions of dollars, and barring gross mismanagement,

the institution should go on into the next quarter of a century with great promise of still larger usefulness.

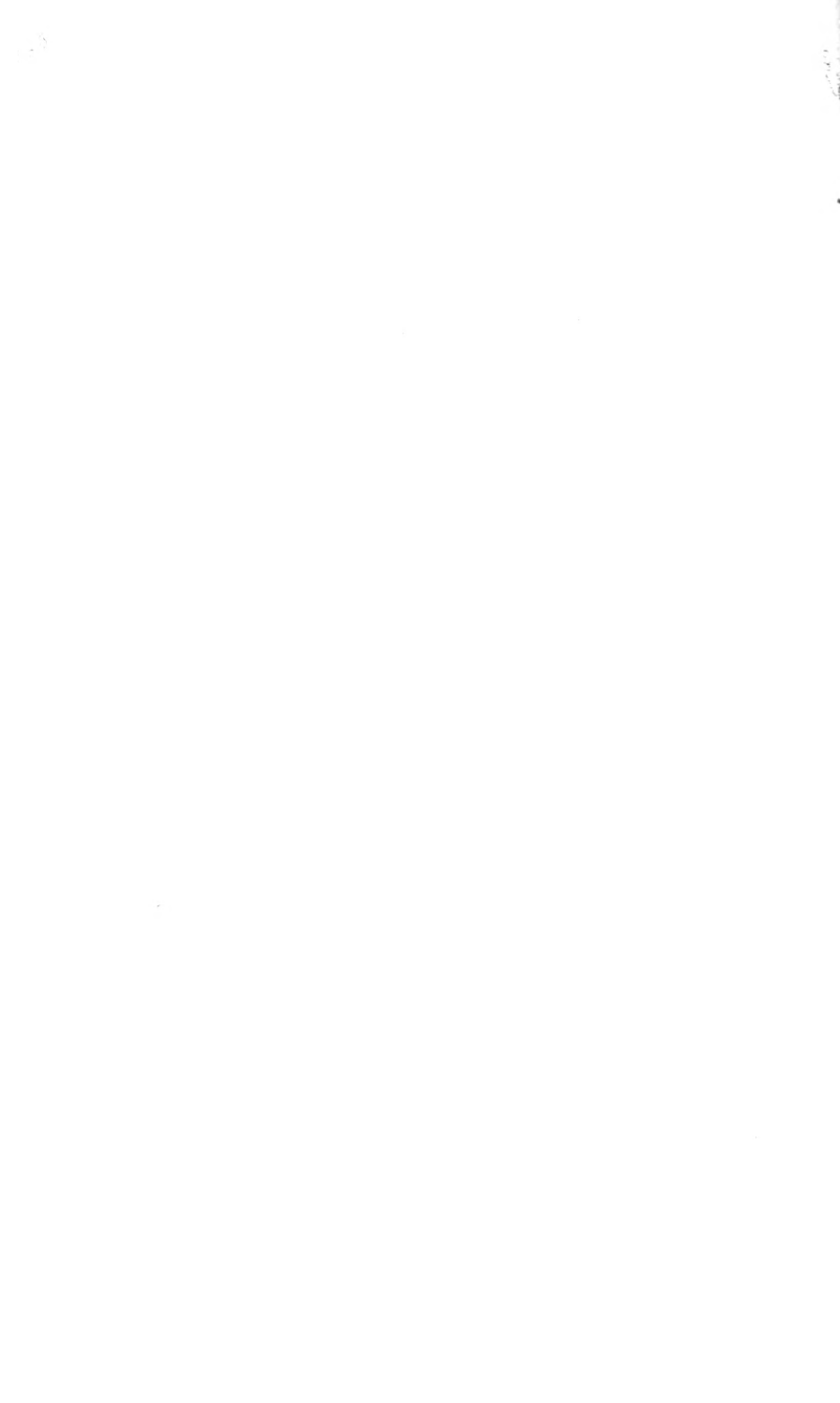
It would not be fair to the future not to mention the needs which still exist, or will come in the near future. The greatest is the completion of the library. It is already seriously overcrowded and there is a demand for special rooms for private study and seminar work, as well as for general administration. The library should have its own endowment for the purchase of books and current expenses.

A second need is that of a general engineering building, well-equipped and endowed.

It is to be hoped also that some one will wish to give himself the pleasure of donating a fund, the income of which can be used for the care and improvement of the College campus.

The growth in the student body, and especially the enlargement of several of the stronger departments of the College, make an increase in the faculty imperative. There could be added today five instructors to great advantage. The greatest of all needs is an increase in the salaries of the teaching force. The high cost of living, especially in Colorado Springs, the fact that so many of the faculty have served the College most faithfully for many years with inadequate compensation, and that many of them have been called elsewhere with promise of larger salaries, all emphasize the justice in such increase of their stipends.

Personally, I cannot let this day go by without expressing in a last word my high sense of the generosity, the personal kindness and unfailing support of members of the Board and of many other persons. The warm and lasting friendships that have come because of the privilege of working together with you and many others for the creation and upbuilding of the College are a great compensation for the work and anxieties of all these years.



1637

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LIBRARY
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The Frederick H. Cossitt Memorial of Colorado College

COLORADO SPRINGS, COLORADO

OCTOBER-DECEMBER, 1914

Published by Authority of the Board of Trustees of Colorado College every six weeks during the Academic Year

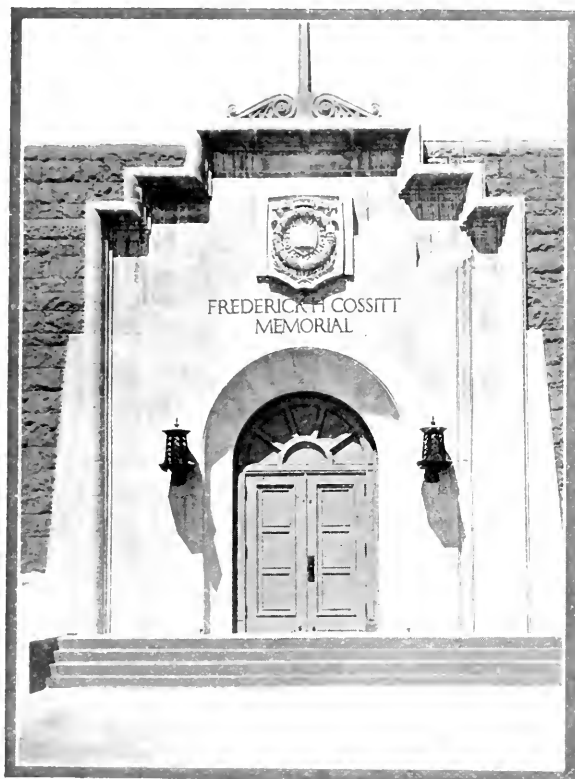
Entered as second-class matter, September 23, 1905, at the Post Office in Colorado Springs, Colorado, under Act of Congress of July, 1904

TO
MRS. A. D. JULLIARD
IN HIGH APPRECIATION OF
HER GENEROUS GIFT
TO
COLORADO COLLEGE

161

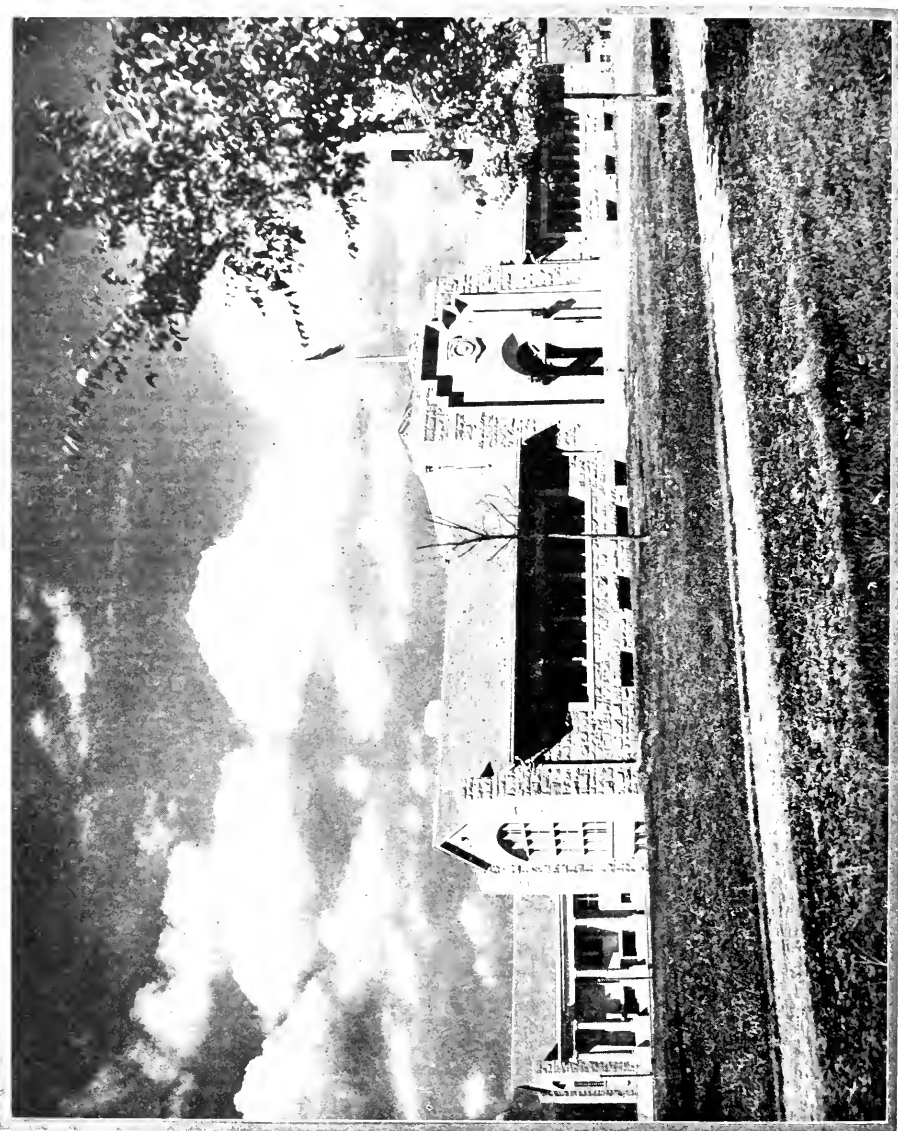
The Frederick H. Cossitt Memorial of Colorado College

ERECTED *and* EQUIPPED FOR THE PHYSICAL EDUCATION OF
MEN *and* FOR SOCIAL *and* RECREATIVE PURPOSES



The Gift of MRS. A. D. JULLIARD, in Memory of Her Father

COLORADO SPRINGS, COLORADO



MAURICE B. BISCOE, ARCHITECT

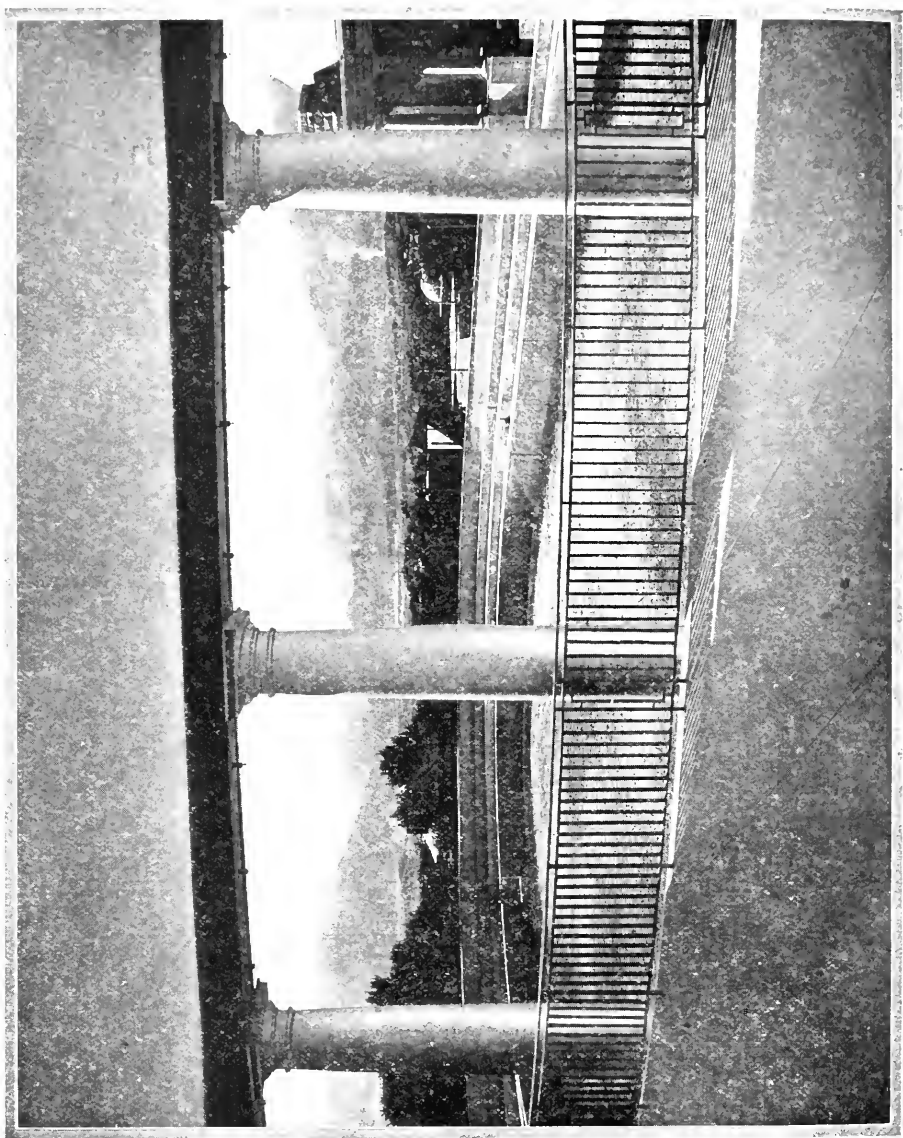
THE FREDERICK H. COSSITT MEMORIAL



THE erection, equipment and administration of college buildings are essential to the success of academic institutions. It is no longer true, if it ever was, that "a teacher, two ends of a log, and a student" are all that are necessary for a college. Thoroughly modern laboratories and libraries, and well-trained teachers, are equally requisite for the production of scholarship and the education of men and women for the opportunities and demands of modern civilization.

Critical investigation and often years of careful deliberation must precede the planning of educational buildings. Large sums have often been wasted because adequate consideration has not been given to the ends which they are to serve.

Every college structure should further rather than cripple the high purposes for which an educational foundation exists. Such buildings as "Palmer Hall," "Bemis Hall," and the "Frederick H. Cossitt Memorial" of Colorado College, are deservedly receiving wide recognition and approval by educational experts because they are the result of extended and careful investigation and reflection, and are the outcome of conscientious attempts to create in stone and mortar that which is indispensable for training young people for the full use of all their powers. An effective institution of the higher learning must have the best tools if it is to accomplish that which is demanded of it.



CHIAVENE MOUNTAIN FROM THE BALCONY OF THE STADIUM

It is always true that well-trained and effective teachers are the first essential in the efficiency of an educational foundation; but it is true that intelligently designed buildings and their equipment are also necessary if a school of advanced learning is to serve the purpose which called it into existence. Many colleges and universities are hopelessly ineffective because their working equipments have been planned by ignorant and inexperienced persons who know little or nothing of the high ends for which the modern college or university exists.

In the designing of an educational structure no influence must be brought to bear upon an administrative board in the choice of an architect except the information that the candidate for the position, because of his education and ability, is well fitted for carrying out the special ends which the building is to serve. Years of thorough training and study are absolute requirements before either an administrator or an architect can successfully plan and execute an educational building. Wise boards of control recognize this and gladly let the decisions in regard to such matters rest ultimately with experts rather than with themselves. Executive officers cannot shirk their responsibility for mistakes in the erection of public buildings by throwing important decisions on committees or boards, which by their training and experience are not fitted to make such decisions. It is the day of the well-trained expert, and he must be both trusted and held responsible.

The motive which incites to the creation of academic buildings must be the large, comprehensive

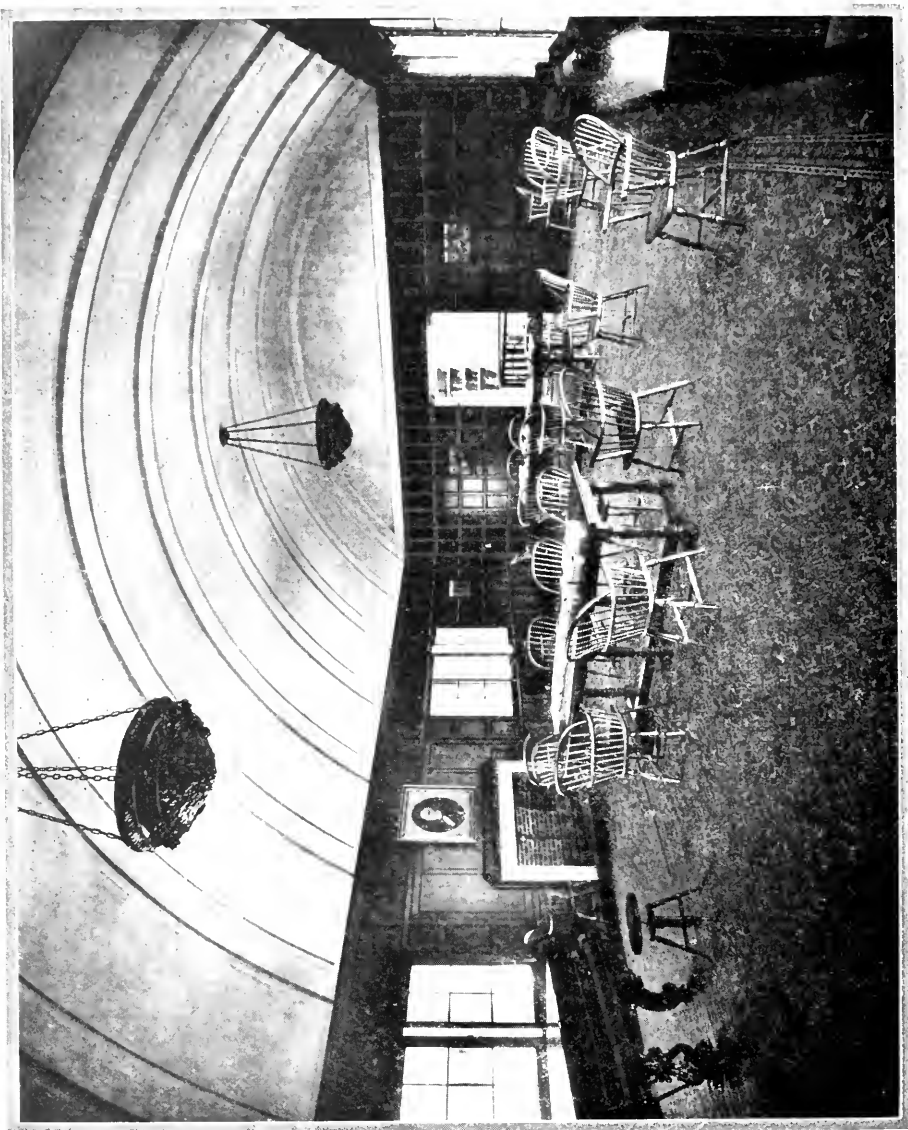


THE ROTUNDA

one that led to the foundation of the institution itself, and it must always make for its unification, so that there shall be no discordant note in any of the structures which are reared on a college campus, and yet each shall have its own definite purpose and be adapted to the end which it ought to serve.

No one can examine the use of most modern college gymnasiums and conclude that on the whole they are fulfilling as important and valuable an end as could be desired. One is forced to recognize that most of them fall short of the part they should play in a college education. For a while they interest and amuse those who use them; but a careful examination will show that the majority of these buildings are not rendering decided service to large numbers of students. This is owing to the unscientific and irregular way in which they are administered, and also because the instruction given is not treated as part of the educational work of the college, receiving often little or no credit, and a very limited supervision from the administration of the institution.

With this in view, Colorado College has been willing to wait until adequate facilities could be secured to place the department of physical education upon a sound and broad basis. For many years the administration has been at work upon this problem, and at last the generous gift of a large-minded patron made possible a department of physical education under conditions as complete as have ever heretofore existed. The result of this has been the erection and equipment of the "Frederick H. Cossitt Memorial,"



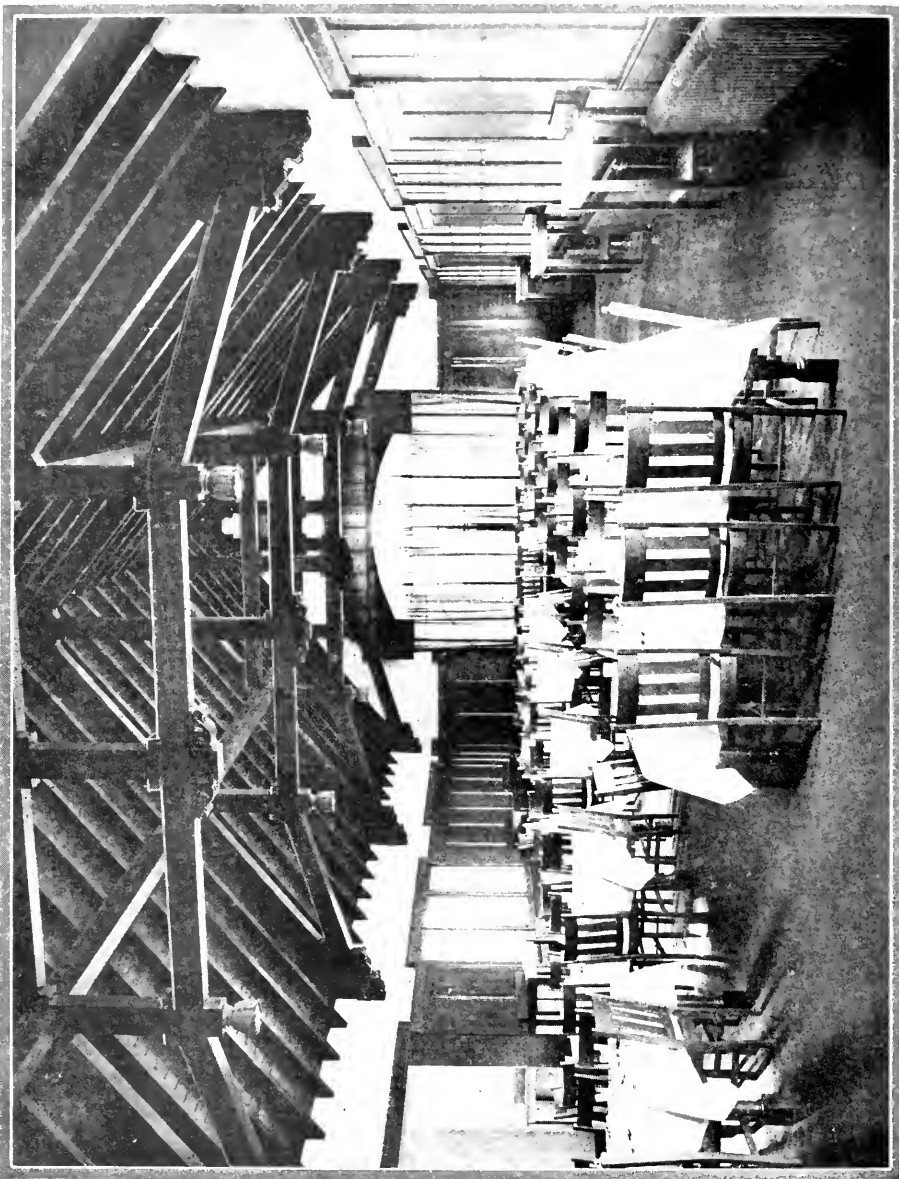
THE COMMON ROOM

which not only possesses the features of a complete department of physical training, but is much more than a mere gymnasium, and in some ways is unique in the history of such buildings.

The attempt has been made after a careful study of the uses of many gymnasiums and the various features of college social life, to combine a number of them into one unit which should be a center of the activities of the modern American student. In some respects this building may be called a men's college club, with its large Common Room, its dining-hall, its training quarters for those interested in sports, its in-door and out-of-door gymnasiums, its elaborate locker and bathing facilities, its stadium, its kitchens and servants' quarters.

It is the center of the democratic and social life of the men of the college, as well as a place where, under competent and well-trained experts, the physical and sport-life of students can have its fullest expression.

As one enters the building from the east he finds himself in a beautiful vestibule, lighted from above, finished in tile, and lined with trophy cases. To the left is the Common room, with its high arching roof, and Gothic window looking toward the south and commanding a superb view of Cheyenne Mountain, the most beautiful of the Pike's Peak range. This room, with its oak floor and wainscoting, its fireplace, its tables, covered with papers and magazines, and its comfortable chairs, lends itself to the best social life. Here at all times of the day will be found students enjoying each other's companionship, and such com-



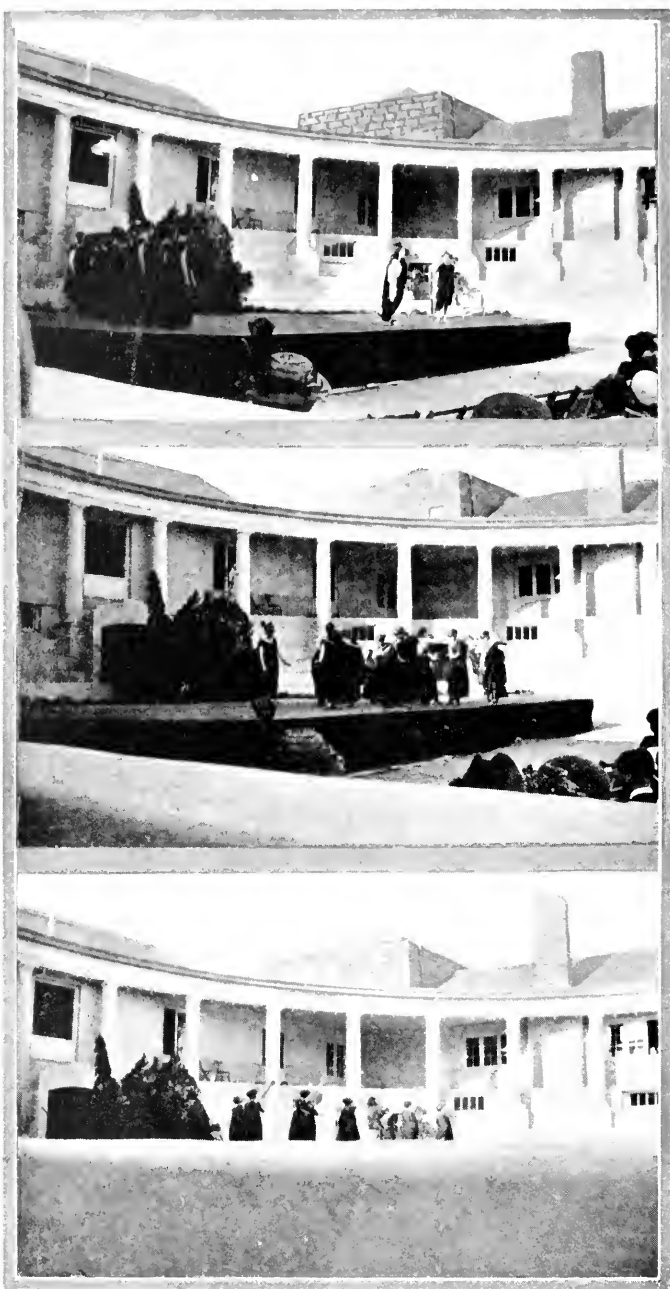
DINING-HALL

radeship as only college men with high purposes and ambitions can have with one another. No pains have been spared in making this room as attractive as possible.

To the right as one enters are the offices of administration; that of the general director, the instructor in physical education, the physician with his examination room and its equipment, and the board room.

Passing to the west from the lobby one enters a long corridor hung with pictures that are full of life and interest, especially to virile young men. This corridor leads to the beautiful dining-hall, with its vaulted roof, its windows commanding the Pike's Peak range of mountains, looking out over the athletic field and the College Park with its trees and shaded walks. Here the men of the college gather three times a day, and probably nothing is accomplishing as much for the democratic spirit, so essential for the highest type of American college, as this room and what it purposes to bring to pass in the life of the students. One thing which has done much to produce this end is the vote of all the students to co-operate in the support of the common dining-hall, the fraternities voluntarily giving up their boarding departments so as to further the democratic spirit and make a success of this important feature in the life of the building. To the north of the dining-hall are the serving rooms, kitchens, store-rooms and the quarters for the employees.

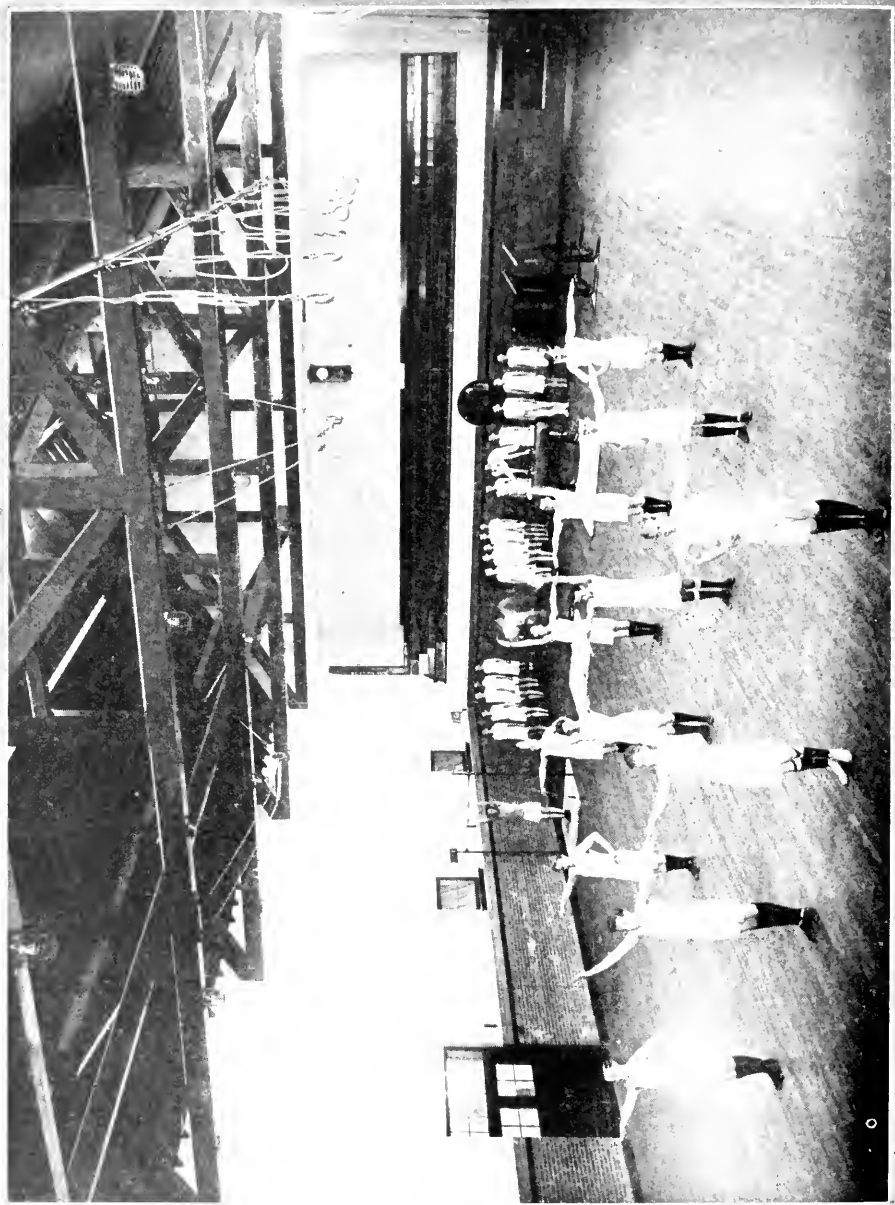
Returning to the vestibule one passes down the broad stairway to the department of hygiene and



THE GREEK PLAY "ELECTRA," PRESENTED JUNE, 1914,
IN THE STADIUM

physical education. To the north is the large main gymnasium reaching up two stories, with strong north and top-lights, its galleries for visitors, its rock-maple floor, and equipped with all necessary apparatus for a modern gymnasium. To the east it opens into a room adapted for boxing, fencing, wrestling and hand-ball. To the south of this there is an assembly hall for student meetings, where public addresses can be given and student gatherings of all kinds held.

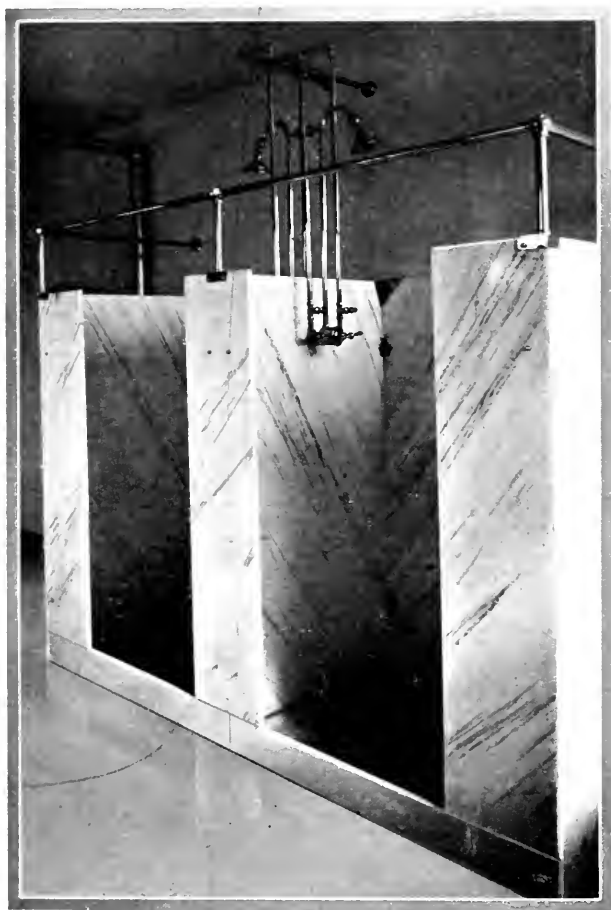
As one passes from the large main gymnasium through the passage to the south, he finds himself in one of the unique features of the extensive building. This is the out-of-door gymnasium which is in the form of a stadium or amphitheatre where an audience of a thousand people, seated on the tiers of seats, can watch the games and sports of all kinds, as much of the regular physical training work is carried on in the open air. This stadium opens to the south, which the warm Colorado sunshine floods all winter with light and warmth, and where the bracing air adds zest to exercise of all kinds. Here is also the running track and a place for basket-ball and finals in tennis and many other competitive games, which will attract large audiences. It has also served as an open-air theatre, where, by seating the interior, four or five thousand people can hear and see such plays as the Greek tragedy "Electra," of Euripides, which was given there at Commencement last June.



CLASS-WORK IN THE IN-DOOR GYMNASIUM

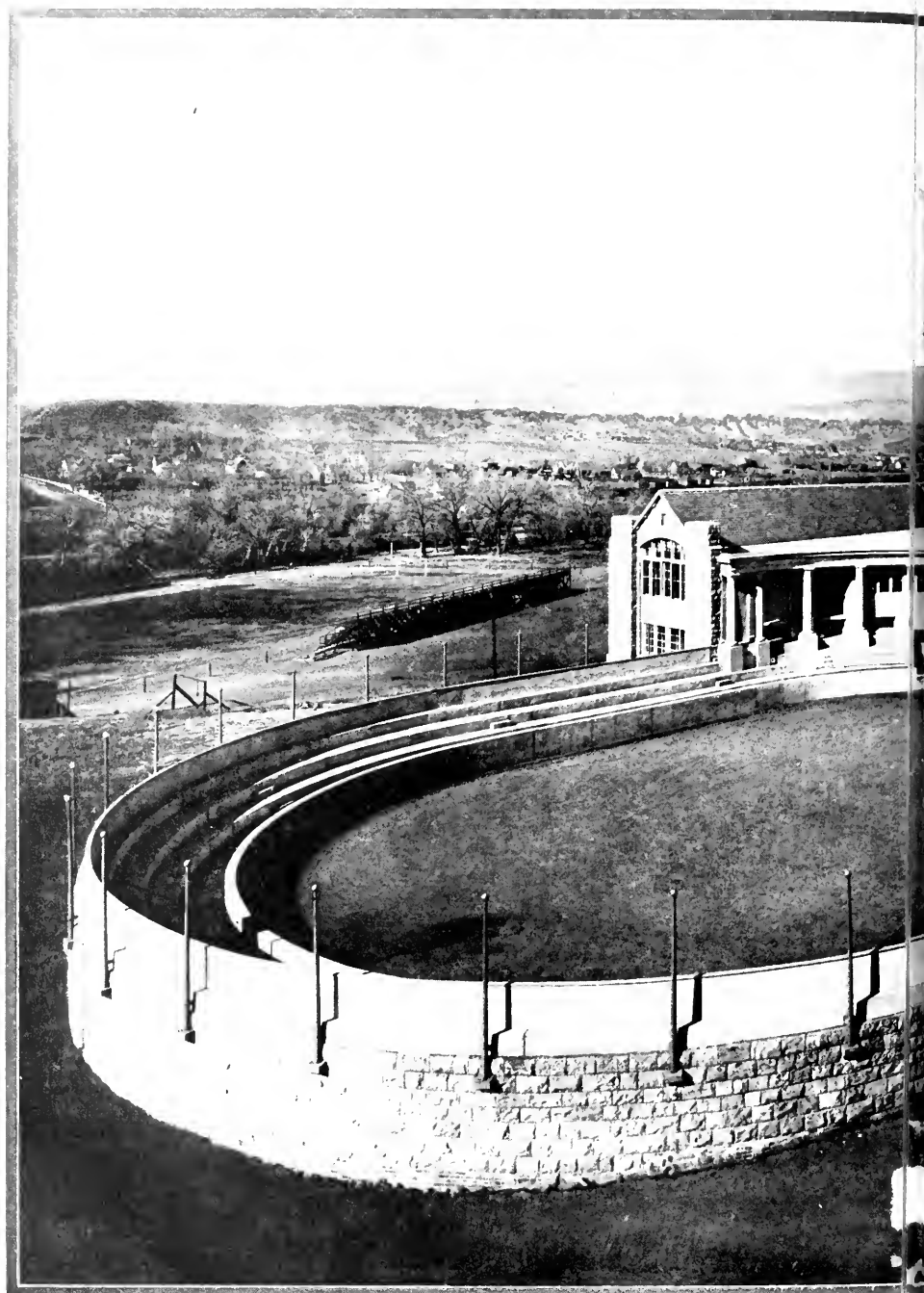
This stadium, with its massive stone columns and its electric lighting, is impressive, and especially adapted for wholesome out-of-door sports of all kinds.

This and the in-door gymnasiums open into the

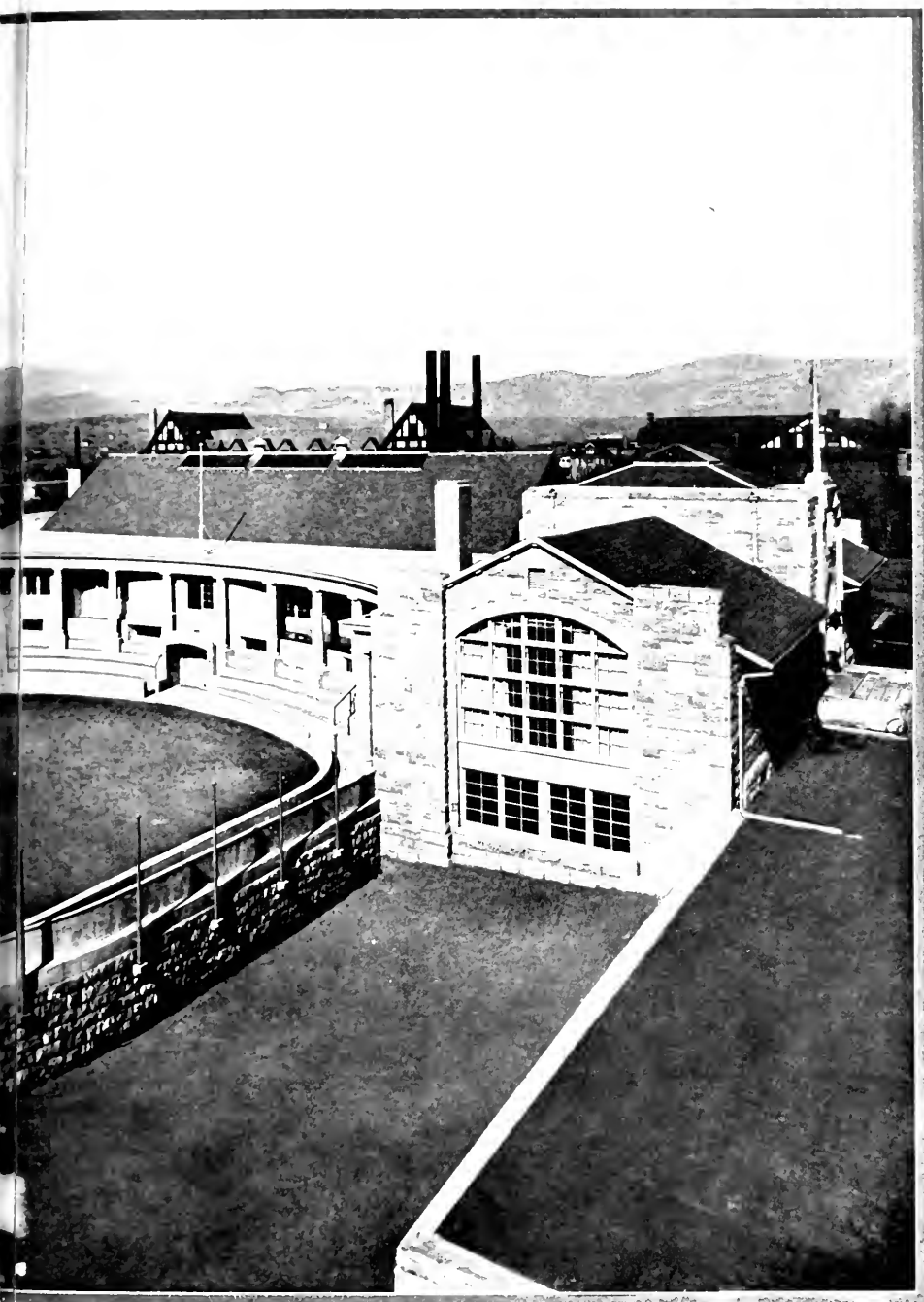


SHOWER BATHS FOR MEMBERS OF THE FACULTY

locker-room and bathing quarters to the west, which have the best possible apparatus in large, well-lighted and well-ventilated rooms. These include special quarters for members of the faculty, who are



THE FREDERICK H. COSSITT



MEMORIAL AND WASHBURN FIELD

asked to use the building as freely as the student body.

Under these bathing and locker rooms are the quarters for the various athletic teams, with separate



POLE VAULTING

shower-baths, lockers, rubbing rooms and a special suite for visiting teams from other institutions.

This floor opens directly into the main athletic field, where all the great games are played, and which is accessible to the training quarters.



THE FREDERICK H. COSETT MEMORIAL FROM WASHINGTON FIELD

The plan is to see that every student has some game which interests him and gives him real recreation. It is a distinct change from the old method by which the few over-exercise and the large majority try to obtain their exercise by watching the teams from the bleachers. The whole point of view is different and competitive amusements are the result of large numbers entering the field of true sportsmanship from which the many gain pleasure as well as wholesome discipline.

The whole plant and its educational work are in charge of the department of hygiene and a committee from the faculty of science has formulated the code of regulations by which it is governed.



TRACK MEET

REGULATIONS FOR THE ADMINISTRATION

OF THE

Frederick H. Cossitt Memorial

This Building has been presented by Mrs. A. D. Juilliard to Colorado College to help its students fit themselves for the highest form of service and prepare themselves in mind and body to do the largest possible amount of work for others.

ADMINISTRATION

I

The Building and all pertaining to it are in charge of the Director and his assistants, under the authority of the President and Faculty of the College. The Director and his associates shall at any time have the power to forbid the use of the Building to anyone whom they regard as unworthy of its privileges.

II

A board of control, to be known as "The Administration Board of the Men's Building," whose membership shall include five men from the faculty in addition to the Director, and four students,—the President of the Student Commission, a Senior, a Junior, and a Sophomore,—shall establish such house or conduct rules and regulations as they deem wise.



A GAME OF HOCKEY IN THE STADIUM

The faculty members of the board shall be appointed by the President of the College and the student members shall be elected by the men of the student body. The President of the College and the Director shall be among those representing the faculty, the Director to be chairman ex-officio.

III

Disorderly conduct and everything that is unworthy of a gentleman shall deprive anyone of the uses and privileges of the entire Building, such exclusions being relieved only by vote of the Administration Board.

IV

All injury to the Building or its equipment shall be promptly paid for by the person or persons causing such injury.

V

The use of tobacco is prohibited in every part of the Building.

VI

All people not connected with the College are subject to these rules while in the Building.

VII

Guests of the students, faculty and trustees may receive the privileges of the Building for a term not to exceed two weeks at one time on the request of any member of the College. Every guest shall enroll his name in a "Visitors' Book," and shall receive a card of admission. Such permission must



GENERAL SHOWER ROOM



GENERAL LOCKER ROOM

always receive the approval and signature of the Director.

VIII

Alumni of the College may receive guest privileges. In case an alumnus desires the privilege of continuous use of the Building a fee shall be



THE MAIN KITCHEN

charged. The amount of this fee shall be determined by the Administration Board.

IX

Public and social gatherings other than class gymnasium exhibitions and athletic contests are not to be held in the gymnasium room.

DINING HALL AND KITCHENS

I

The Dining Hall exists for the convenience and use of the students and faculty of Colorado College. It is to be conducted so as to minister to the largest number, with such order and conduct as becomes gentlemen. Anyone unwilling to act accordingly will exclude himself thereby from the Building.

II

All bills must be paid weekly in advance at the office of the Treasurer in Palmer Hall, and non-payment will be treated on the same basis as non-payment of tuition and other college bills.

III

Students other than those employed are not allowed in the kitchen or store rooms.

IV

Persons bringing guests for meals must notify the steward and pay in advance for such meals.

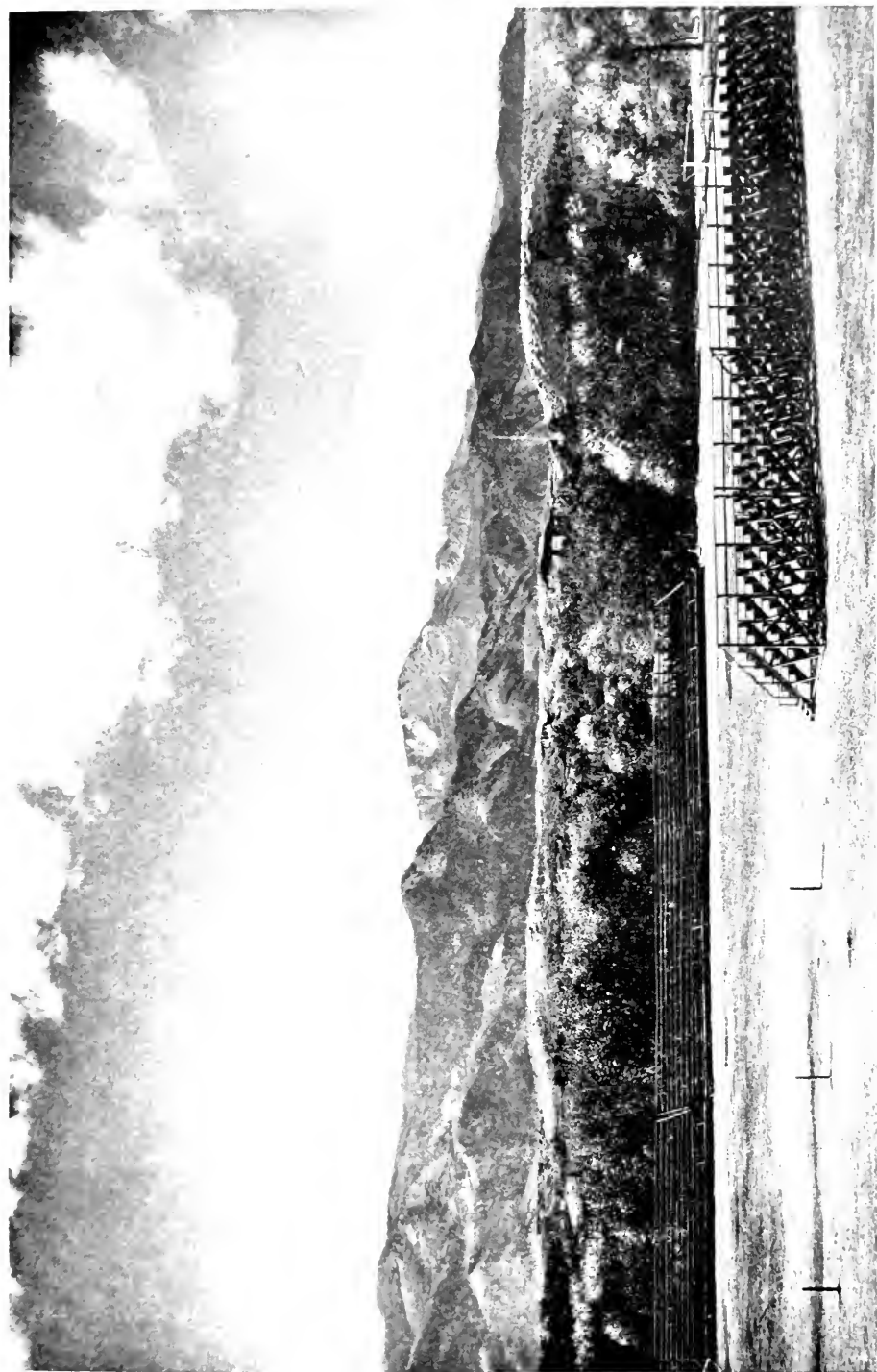
V

Special dinners must be arranged for with the steward and paid for in advance.

THE COMMON ROOM AND "JUILLIARD HALL"

I

The Common Room is for the use of the students and faculty and their friends. Anyone who by his actions, language or spirit shall show himself unworthy of its privileges shall be excluded from the Building, and not allowed to return except by permission of the Director and vote of the Administration Board.



PIKE'S PEAK FROM WASHBURN FIELD

II

Quiet and good order are to be observed in the Common Room, and papers and magazines are always to be returned to their proper places.

III

The use of "Juilliard Hall" may be secured for student meetings through the Director. The various



A STUDENT MEETING IN "JULLIARD HALL"

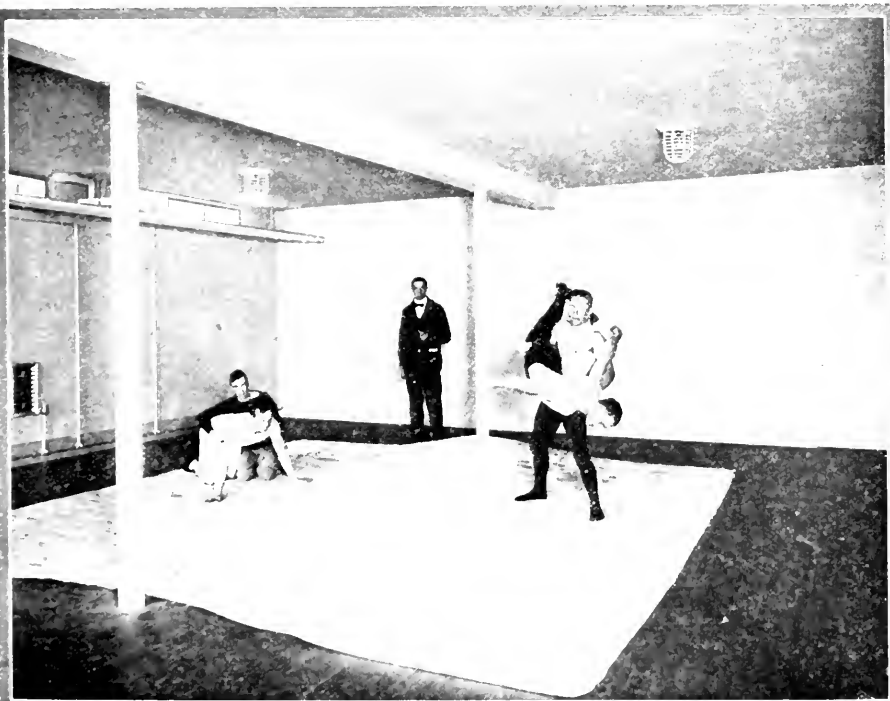
college organizations may obtain the use of the Board Room or "Juilliard Hall" when they have not been previously engaged.

PHYSICAL TRAINING RULES

Colorado College purposes to establish for every student courses in physical education, holding that this is one of the essential factors in education for



THE ROOM FOR BOXING AND HAND-BALL.



THE ROOM FOR WRESTLING AND FENCING.

those seeking to fit themselves for service as citizens. In this training, sport should hold an important place, and as a part of the courses, plans will be made for many kinds of healthful games.

PHYSICAL EXAMINATION AND REQUIREMENTS.

I

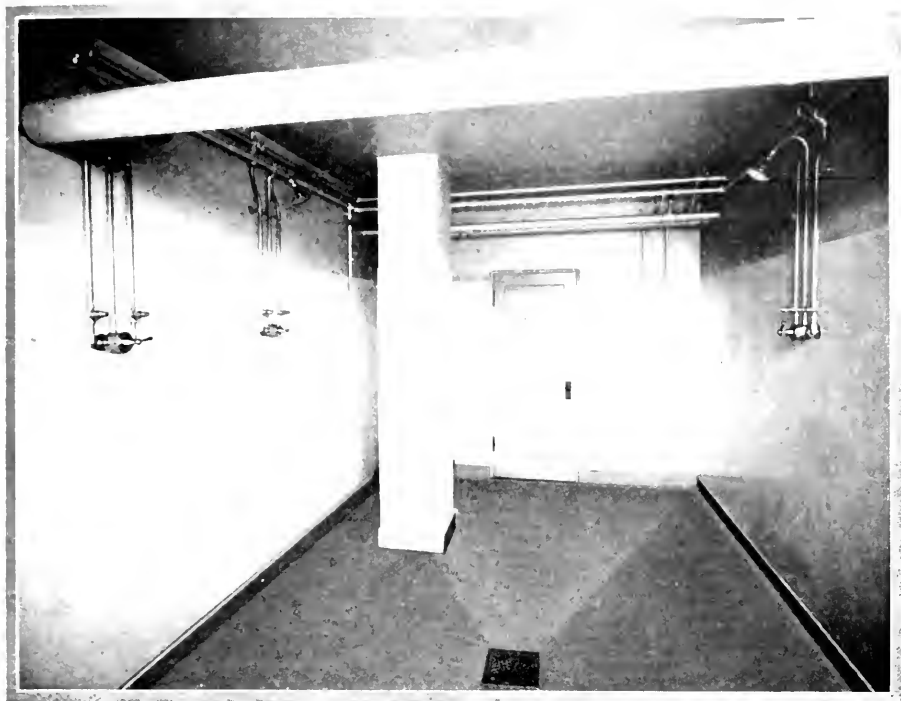
Every student is required to have a thorough examination made upon entering college by the college physician. The results of such examinations are to be entered upon cards kept for the purpose. The medical record shall be available to officers of the department only, while the physical record shall be open to the pupil. The physical examinations shall be repeated before the close of the second semester and at the beginning and end of each subsequent year of the required course. A second medical examination shall be made at the close of the required course. Defective pupils shall from time to time be referred to the physician for special examinations.

II

All members of the Freshman, Sophomore and Junior classes shall be required to take the regular courses in physical education. Credit shall be given on the basis of laboratory work, three hours to count one hour of credit. Credit will be determined not merely by attendance, but by effort, accomplishment and understanding of purpose and value of the exercises.

III

Regular courses care for three classes of students—defectives, normals and athletes. The course in physical training will be required of the student

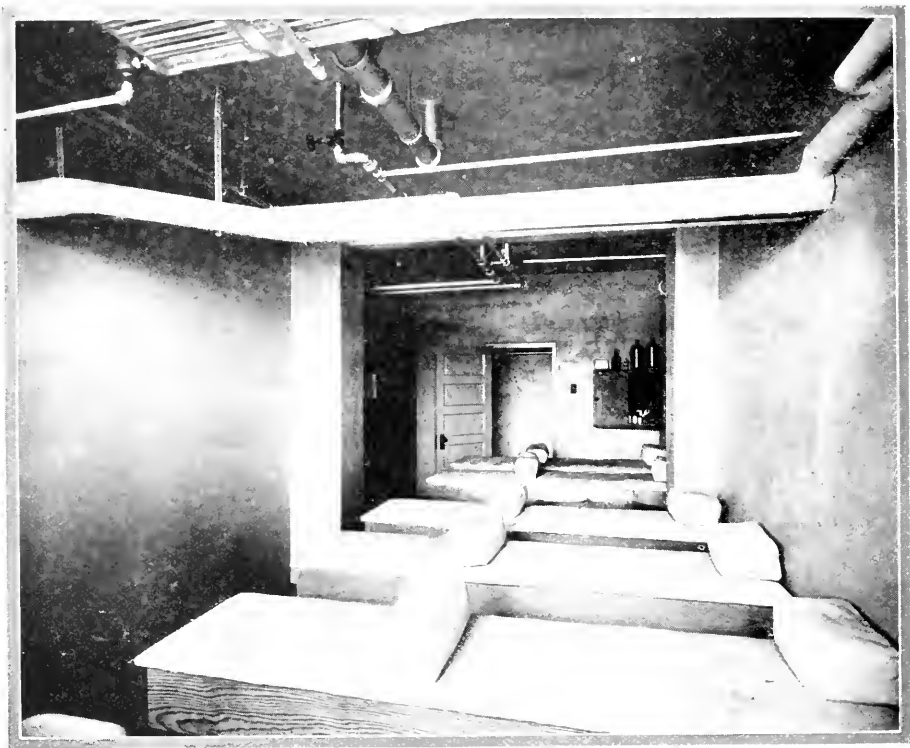


SHOWER ROOM FOR TEAMS



LOCKER ROOM FOR TEAMS

unless he is excused by the director and college physician. Excuses for this work shall not be granted on the request of parents or guardians or physicians other than the regular college doctor, who will consider any reasonable statement made by students or those naturally having the right to make such suggestions.



TRAINING ROOM

IV

The units for graduation from Colorado College will be increased to provide for the required courses in physical education so that the required work be distributed as follows: Freshmen three periods, Sophomores and Juniors two periods per week.

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COLORADO COLLEGE PUBLICATION

GENERAL SERIES No. 83

SOCIAL SCIENCE SERIES, VOL. II, No. 11. Pp. 193-204.

No. 11. The Present Status and Probable Future of the College in the West.

President William Frederick Slocum.

Address given at the One Hundredth Anniversary of the Founding of
Allegheny College at Meadville, Pennsylvania.

COLORADO SPRINGS, COLORADO

NOVEMBER, 1915.

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- " 9. and 10. The Frederick H. Cossitt Memorial of Colorado College.—*William F. Slocum*.

THE PRESENT STATUS AND PROBABLE FUTURE OF THE COLLEGE IN THE WEST.

PRESIDENT WILLIAM FREDERICK SLOCUM.

The College has a well differentiated character and history in the educational evolution of the United States. It was the earliest organized institution for the higher learning in the country, and has so maintained its position and continued its contribution to the moral and intellectual life of the nation that, as has been said of it by our ablest expert, it is "the most permanent factor in our educational system."

Successfully it has borne adverse criticism, wisely adjusted itself to the growth of methods, while broadening its range of subjects whenever reasonable demand has arisen; but no foundation has so persistently and consistently held to its main purpose and its high ideals as the American college. Universities, technical education, public school systems, have passed through distinct modifications, while with its dominating ethical and intellectual purpose it has steadily maintained its unifying ideal.

The all-controlling end of the true college has been, is and always must be, to train men. It exists primarily to produce persons of character and intelligence, who as such can hold successfully the position to which they are called, and do well the work for which they are especially fitted.

The English colleges, from which the American sprang, seeking to discover truth by means of scholarship, with their tutorial system and more than a score of presidents

for three thousand students, have made the spirit of their training individualistic in order to produce leaders in the political, social, religious and intellectual life of that empire. The Oxford and Cambridge colleges have been the center of "the humanities," because of their intellectual and moral discipline. Affirming that these studies appeal directly to "the finer instincts and affections," they have produced fully developed men with noble sentiments and strength of character. These colleges are the mothers of commanding leaders and great movements. Without them England's political, ethical and religious life would have been unspeakably less powerful. The English College is the representative of the strength of her character and her institutions.

It was this that Lord Bryce so strongly emphasized in his memorable address, when the Rhodes Scholarships were established at Oxford; while he urged that there should be the utmost possible degree of efficiency in equipment and instruction for scientific education, he insisted still more strongly that to subordinate the interests of the humanities to those of science is deliberately to dethrone the essential function of the college. He agreed that there should be a scientific foundation for every department of industry in its application to the arts of life; but said that this is not the primary function of the college, which has a much more fundamental and essential part to play in the creation of the leadership of the nation.

The mission of the college has been and always must be, in the old world and the new, in the East and in the West, to train men, by means of teaching, to be servants of humanity. Its business is to teach, and by teaching to fit its students to become serviceable in the life of the world.

It is not so much what it teaches and how many sub-

jects; but it must so teach that its graduates shall be strong to serve, and powerful enough to battle the evil of the world, and to construct virtue in the characters of men and women. This is why the Oxford college taught the humanities, why the famous University of Salerno had but one faculty, while both alike sought to create scholars who should "serve their fellowmen."

The main purpose of the German gymnasium and German university is to discover truth and to make it known in all its relations; the English and the American college has always sought to discover truth by scholarship and to train men for service. This must ever be its exalted function, and its permanency is conditioned upon remaining true to its birthright and the highest of all educational prerogatives. To be false to the sacred trust which the college has placed in the keeping of its trustees and faculties is not only to sell one's birthright for pottage, but it is a sacrifice of the most momentous issues in the whole educational movement.

The college by no means assumes that it alone has assigned to it the ethical training of the leaders of the nation; but it stands as no other institution by its traditions, its history and its ideals, as a foundation whose dominating end is the preparation of students for intellectual and moral leadership. This is the noblest mission in the training of the youth of a nation.

If the American college loses sight of this sacred duty, it becomes false to its trust, recreant and faithless before the most essential of all the ends for which an educational movement can exist. All attacks upon its function, all would-be modifications of its range and scope, and of its four years of opportunity for study and spiritual growth, are the outcome of a misconception of the end which led to its foundation.

Lord Bryce's position is the true one. There should be the utmost possible degree of efficiency in scientific education; but to subordinate purely intellectual and moral discipline to the interests of science is not only to dethrone the essential intent of the college, but to miss the pre-eminent function of education.

Whatever the changes that have come and must continue to come in subject and method, the end for which our fathers planned and toiled in founding Harvard College and those which followed should be conserved in the East and the West, for the sake of preserving the nation and holding it to its mission in the life of the world. Three things were written large in the history and government of these early New England colleges: "piety," "morality" and "learning," all of them essential for "the public weal."

The status and future of the western college must be tested by those purposes for which it was established and developed in England and America.

The maintenance of the College in the West depends very largely upon conformity to what it has been in the East, and upon the realization of the exalted aim which called it into existence, and which has been its genius in years gone by.

For this reason it is exceedingly important that with self-respect, it should stand independently upon its own feet, and refuse to be driven from its noble purpose by those who are interested, for good and sufficient reasons, in other types of educational foundations.

The attempt to modify its curriculum, to take away from it one or two years of the time which it must have for perfecting its work, is a mark of subserviency which is unworthy of its past history and its future possibilities.

The questions growing out of the length of time it takes

a student to prepare himself for his life work, the forcing of what is called the "practical side of education," and the demand for shortening preparation, especially when all this is done at the expense of the college, are fraught with gravest danger and with serious consequences not only to the college but to the best life of the nation.

A comparatively few years ago in the West, the opinion was widely promulgated that the day of the college was past; that it was to be crushed between the secondary school and the university; that it was an unnecessary luxury and that the day was not far distant when it must close its doors, discharge its faculties and say to its eager young men and women: "There is nothing further that we can do for you, our mission is ended." That issue has been met, quietly, earnestly, deliberately and successfully. The men who agitated this conception have either disappeared or for the most part have passed into silence, while the leaders of the college movement are standing with independence and self-respect, unmoved, courageous and hopeful, declaring that the college is just entering on its largest mission and its most important work.

The same independence, far-sightedness and self-respect should come into play in meeting the new form of attack upon its integrity, in the present advocacy of the so-called "Junior College." This is another demand that it should take a secondary place in the educational movement, step aside from its high office, and abrogate its unsurpassed opportunity for service. To yield to this new attack is to take a step in the path which leads ultimately to its obliteration, and thus to lose sight of the most important element in the educational movement in America.

No intelligent person questions the place that professional and technical education has taken and must assume

in the development of the nation. We must not forget also that there is enormous danger in the tendency which loses sight of what the English college conserved by its study of the humanities, which, as Lord Bryce says in the address to which reference has been made, "appealed thoroughly to the finer instincts and affections." It is the old problem of the proper adjustment in the development of the individual between what is physical and what is spiritual. It raises the question as to whether a nation given over to love of the material side of life, or, if you please, of mere science, is to find its true destiny? Is love of learning for its own sake, of literature, of poetry, of art, of philosophy, of ethics, and, most of all, of religion to sink into the background and lose its place of commanding pre-eminence?

In meeting this issue, as is being done in the West at the present time, on the whole with distinct success, it is recognized that four years in college is necessary not so much for certain courses of study, as for giving opportunity for that intellectual and moral development which is absolutely requisite in the production of trained men and women. The law of growth as established by the Creator bears even more fully upon the evolution of a human soul than it does upon the production of crops from the soil or animals on the face of the earth. Forced growth in character building is suicidal.

In discussing the present status and probable future of the college, one must consider it in the light of what it has been in the past, and whether it can and will maintain its efficiency, its strength and its peculiar character. Its value and its stability are conditioned upon conserving its primary mission of training men for leadership.

One answer to this inquiry can be found in examining

the condition of its physical and financial standing. Without income and equipment it cannot possibly do its work or fulfill its high prerogative. Reference need be made to only a few typical western colleges, as illustrating the position taken in this paper.

It is not maintained that all the colleges of the West are fitted for the work to which they are called. Many of them ought never to have been instituted, as is true of other educational establishments. Others have so far departed from that to which they were called that they cannot return, and should drop out of existence. Some have been founded on too narrow a basis to be of any distinct value.

If, however, it can be shown that there are certain colleges holding vantage ground of strategic importance, which are doing effective work and carrying out the ends for which they were founded, it will establish the proposition that these and others like them should be maintained at all hazards. Moreover, there is not time to do more than refer to this limited number of institutions. What is maintained is that there are colleges in the West that rank with the best in the country, which are holding true to the traditions of the past and fulfilling the intent of these well-differentiated and independent institutions of higher learning. Examination will be made of eight only, which hold widely separated geographical positions, and which are admirably and wisely located so as to be centers of commanding influence.

The first is Beloit College in Wisconsin, founded for the purpose of carrying out the conceptions which established New England institutions. It possesses endowment funds of \$1,400,000 and buildings and equipment which have cost \$520,000. These have steadily increased during the

past twenty or more years, and it has a group of 375 students, with an able and well-trained faculty. Its standards are such that colleges of its own type in the East accept its examinations. It has fulfilled in a marked degree the intellectual, moral and religious purpose for which it was established in that section of the country.

The second is Carleton College in Minnesota, founded by the early settlers with a distinctly religious as well as educational motive. It has passed through years of struggle and heroic devotion. At present it occupies a place of influence in its important location. It had last year 456 undergraduate students, and its endowments have increased in the last seventeen years from \$250,000 to \$948,902.56. Its grounds, buildings and equipments have a value of \$705,392.49. Every college and university of the East is glad to welcome as undergraduate or graduate students those who have passed the examinations at this institution. Its influence locally and nationally is already making itself felt in ways of which its founders would approve.

The third is Colorado College, located in the heart of the Rocky Mountain region, in a city pre-eminently fitted to be a college town. It also was founded by the early pioneers for a distinctively ethical and religious purpose. After years of unremitting effort and many discouragements, having made its standards the same as those of the leading institutions of New England, it began its advance movement. It has an endowment in carefully invested funds, of \$1,042,000, has spent \$968,000 upon buildings, equipment and its library of 87,000 volumes. It has a faculty which will compare favorably in teaching power and intellectual strength with the faculties of the leading colleges of the country. Its graduates are received into the

professional schools and universities of the country. Its students number 686.

The fourth typical institution is located in the center of Iowa: Grinnell College. It, too, was founded by men of character and rare devotion. It has held with great tenacity to high ideals in its undergraduate work, and it has a faculty of unusual ability which numbers among its members men of scholarship, whose publications are known throughout the scientific and educational world. It possesses an endowment of \$1,325,918.81, and investment in buildings, equipment and library of \$758,768. Its students number 722, and its educational standards are as high as those of any of the other colleges to which reference has been made.

The fifth college in the list chosen is Knox, at Galesburg, Illinois, which was established by the early pioneers who were deeply interested in the religious and intellectual leadership of that state. It is to-day in an exceptional manner, fulfilling the purposes of its founders. Its total endowment funds amount to \$487,433, the value of its buildings and equipment is \$613,539, and its enrollment of students is 651.

The sixth foundation is situated in the state of Ohio: Oberlin College. Few institutions in the world have had such a record of loyalty to religion and intellectual standards as has this foundation. It was established by thoughtful men possessed of a spirit of unusual self-sacrifice. Its undergraduate students number 1,598. It possesses an endowment fund of \$2,408,953.74, and has an investment in equipment and buildings of \$1,881,250.

The seventh is in California: Pomona College. Its early history is largely a repetition of what has already been said in regard to the others. Its standards are also recognized

by the older institutions of the East, and it holds a place of strategic importance in its large and important commonwealth. Its students number 551, and its endowment at the present time is \$1,000,000. It has an investment in equipment and buildings of \$467,000.

The last institution is in the state of Washington: Whitman College. It holds an important situation in the new Northwest. Its ideals, aims and purposes are those distinctly of the historical colleges of the country. Its faculty has the same rare devotion, and it, too, holds a position with high standards corresponding to those of such colleges as Allegheny, Amherst, Bowdoin and Williams. It had last year an endowment of \$663,000, an investment in buildings and equipment of \$300,000, and an enrollment of 450 students.

Here are eight educational organizations that have stood loyally to the historic standards of the college. They have refused to yield to the demands that have been made and are still being made for a modification of courses and of the time necessary for the training of students. They hold to the four years necessary for graduation. There are in them 5,492 students. Their invested funds, the income of which is used for current expenses, amount to \$9,276,208.11, and the total cost of their buildings and equipments has been \$6,216,949.49, making a gross valuation of endowments and equipments of \$15,493,157.60. They possess faculties that in scholarship and academic attainments will rank with those of the best New England colleges. Six of them are on the list of accepted institutions of "The Carnegie Foundation for the Advancement of Teaching." All have been recognized by the "General Education Board." Their graduates have won high distinction in the leading schools of medicine, law, journalism, theology and science. Many of

their alumni are on the faculties of Harvard, Yale, Columbia, Johns Hopkins and Leland Stanford, Jr., Universities. Others have become leaders at the bar, in the pulpit, in medicine and surgery. An unusually large number are statesmen of the highest order, and no group of colleges in the world has sent so many in proportion to their list of graduates into foreign service under missionary boards, as physicians, teachers, clergymen and administrative officers. Their influence in the life of the world as well as in that of the nation is of inestimable value. They have all now reached a point in their history where it is impossible to think of their disintegration or of their going backwards either in their material prosperity or in their academic standing. It may well be doubted whether there are eight colleges in the world that are to-day doing as much for the moral, religious and intellectual leadership as are those to which reference has been made. If one desires to know the status and future of the college in the West, he has but to visit and study critically the present work of these eight typical colleges, to come in contact with their faculties and students, to examine their equipments, and, above all, to trace the history of their graduates in the life of the nation and of the world.

Without doubt all of these institutions could use to advantage larger endowments and equipments, and increased faculties. Practically every one of them is suffering from the stress and strain of restricted income, and there is no institution in America which could be aided to greater advantage than these colleges and those that are like them, if one cares for the moral, religious and intellectual progress of the nation.

In spite of these limitations, they are rendering a service of incomparable value and are holding to those con-

ceptions and ideals which have made the English college a power in the history of the British Empire, and the American college a force in the creation of the best leadership in the nation.

Their past history, however, is not comparable with the possibilities of their future service. The almost irresistible movement toward the domination of material things, the power of wealth, the struggle for preferment, is tending in many ways toward the lowering of ethical standards, and away from what Lord Bryce has called the essential qualities in the making of a nation.

Without such influence as they exert, political and moral decline will come to this nation as it has to others. The holding of our people to the "finer instincts and affections" which make for strength of character, carries with it the glory and hope of the people.

It still holds true that the business of the college is to fit its students to be useful in the life of the world, and so to "serve their fellowmen." Its effort must ever be to discover truth by means of scholarship, and to train men for service. This is its birthright, and this is also the noblest of all educational prerogatives. The university and the technical school have a mission of far-reaching significance. There is also a well defined and differentiated mission for the college, which, if lost sight of, destroys its *raison d'être*.

No college today has fully risen to the importance of its opportunity; but that it is of incomparable and inestimable value in the life of the world, there can be no doubt.

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COLORADO COLLEGE PUBLICATION

GENERAL SERIES No. 85

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No. 12. The Relation of Scholarship to Partial Self-Support in College.
Guy Harry Albright.

COLORADO SPRINGS, COLORADO

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THE RELATION OF SCHOLARSHIP TO PARTIAL SELF-SUPPORT IN COLLEGE.

BY GUY HARRY ALBRIGHT.

Every ambitious youth desires a college training, and many insist upon having it, cost what it may. The time has passed, if it ever really existed, when higher education was a luxury to be had by only the few whose way was made easy with plenty of money. Colleges and universities abound in all parts of the United States. The high bars against indifferent preparation are down, and any high school graduate can find some nearby institution willing, or perhaps eager, to matriculate him. Everywhere opportunity beckons from the college and university to an ever increasing multitude of boys and girls acceptably, if not always well, trained. In answer they come numerically stronger year by year, but too often proportionally weaker in mind, certainly in pocket book. They will have their education, money or no money, and the college is very willing to give it them, but the lack of money ever stares them in the face and imposes upon them its burden. At once they are upon the dilemma of passing their courses and earning their bread, to say nothing of clothes, books and amusements, some expensive, traditional, quite useless, but insistent nevertheless. Can they master it? Can they earn money and study enough to pass? Can they earn their way and carry extra hours? Can they make high class students and yet support themselves? Can they compete with those lucky ones who live on checks from home?

At a place between mountains and plains, in a city of wealthy homes and very subdued commercial activity stands Colorado College. It maintains high standards of scholarship in spite of the impossibility of testing out the

undesirables who apply for admission. Its students come without the selective thinning of entrance examinations, from schools not always wise, or well equipped especially to prepare students for college. They arrive with financial support often quite inadequate to meet their most obvious expenses. Experience has taught that those who come poorly prepared and with little money are not necessarily doomed to failure. In fact so many cases have occurred of students entering Colorado College insufficiently equipped in both ways, graduating with honor, and proving in later years their worth, that the belief exists that the student who wants his college education enough to work for a living while in college is made of the very best stuff. Hence such students are encouraged to come and a strong effort is made to place them where they can support themselves in so far as it is necessary. Friendly cooperation between students, representatives of the faculty, and townspeople results in the possibility of much student work for tuition, lodging, board, or cash.

The activities for self-support arrange themselves then into four kinds of "jobs," as they are known on the campus, room job, board job, tuition job, and cash job. The room job consists nominally of about eight hours of labor per week on private premises, mowing and sprinkling lawns, tending furnaces—"shooting furnaces," the boys say—cleaning automobiles, and performing household chores. Some of these room jobs are light, requiring only four to six hours per week. Some however are administered by overbearing householders who get twelve or more hours of hard work out of a timid student as long as he will bear it. The tuition job consists of seven or eight hours per week of office or library work in college buildings. Such work is rather light and pleasant, and the tuition jobs are eagerly sought and discriminatingly awarded to worthy students. The board job consists of waiting table, washing dishes, and the like, and requires from twenty-two to twenty-eight hours per week. Some board jobs require far less; some correspond to but two meals a day and are for proportionally

less time; some (usually in down town restaurants or private boarding houses) are burdensome, demanding as much as forty hours per week. The cash jobs are of all kinds and for amounts running from a few dollars a month to fifteen to twenty-five dollars per week. Of course the best of these jobs are held by upper classmen, experienced and proficient, or by those who, living in the city, have influential business friends. It will be noticed that the kinds of labor divide the workers into three groups. First there are those who do not work during the college semesters, being supported by relatives or friends, or earning sufficient money during the vacations to eke out what comes from home. To these may be added those who have "snap" room or tuition jobs requiring actually less than six hours per week, also a few (principally young women) who, living at home, assist a very little about the house. Second there are those who have fair board jobs, requiring not more than twenty-four hours per week, or heavy room jobs, and those who have easy board jobs together with ordinary tuition or room jobs. Such students labor from six to twenty-four hours per week, and may be referred to as the moderate workers. Finally there are those who support themselves completely, or are unfairly treated by their employers, and so carry from twenty-four to *sixty hours* of work a week in addition to their studies. It is hard to understand how any student can average seven hours a day including Sunday in work in addition to his academic efforts and get along in his courses at all. Yet some do succeed under such loads. Probably in the few cases of success the labor is of such a sort (like night clerking, waiting door, etc.) that studying is possible while the remunerative duties are being performed.

In order to get some idea of the effect of self-help upon scholarship I obtained, after months of coaxing and insisting, statements from over 95 per cent. of our regular students, telling how many hours per week they spent, on the average, in work for self-support. The few who did not send in replies to my questionnaire were well enough known

to me that I can affirm that they belonged to no one group but were scattered among all groups. Their replies then could not appreciably change the results of the investigation.

It is somewhat unfortunate that reports could not be tabulated for several years so as to avoid the possibility of the statistics being affected by unperceived temporary causes. However no unusual condition existed last year when this investigation was made, and the results are no doubt quite typical.

The most noticeable fact obtained from a consideration of the students' replies is that the majority of our students support themselves at least in part. Of the 206 men reporting 158, or 77 per cent., labor, and of the 233 women 123, or 53 per cent. All together 64 per cent. carry some extra work for self-support. The following, Table 1, shows in detail the effort of the various classes for self-help.

	PER CENT. WORKING.	PER CENT. IN GROUP A, the non-workers averaging 0-6 hours.	PER CENT. IN GROUP B, the moderate- workers averaging 6-24 hours.	PER CENT. IN GROUP C, the hard-workers averaging over 24 hours.
Women:				
Seniors.	41	66	28	6
Juniors.	61	55	36	9
Sophomores.	53	57	31	12
Freshmen.	53	59	34	7
Men:				
Seniors.	85	30	60	10
Juniors.	76	28	34	38
Sophomores.	78	31	44	25
Freshmen.	74	38	31	31
All women.	53	59	33	8
All men.	77	34	38	28
All students.	64	47	35	18

TABLE 1.

The senior women have the smallest per cent. working, the men of the same class have the largest. Whereas 61

per cent. of the junior women work, only 45 per cent. spend more than six hours per week, which is little more than the per cent. of sophomore and freshmen women doing the same amount. A very much larger per cent. of men work. All mens' classes agree pretty well as to per cents in the various groups save that the seniors show the effect of experience and familiarity with the field inasmuch as, in spite of the fact that almost all of them work, very few work more than 24 hours, whereas about a third of the rest of the men in college exceed this time. Comparing the large groups at the bottom of the table it is interesting to note that just about one-third of all students, whether men or women, work from 6 to 24 hours per week. Evidently the relatively larger number of workers among the men is due almost wholly to the large number of men paying all their expenses by working over 24 hours. The young women are seldom able to do this.

One of the most important purposes of the investigation was to find, if possible, to what extent outside labor affects scholarship. Seeking for something to lay hold of, I computed the average grade of each of the students who reported. This was done by adding together his grades in the subjects which he had elected during the semester under investigation and dividing by the number of these subjects. Incompleted courses were assigned grades of 55, 60 being the passing grade; failures were assigned 40 as an arbitrary mark. The students were then put into small groups by sexes and classes according to the number of hours spent per week in labor for self-support. Thus group I consisted of those who did no work; II of those working, but not more than six hours; III of those working from 7 to 12 hours; and so on by increments of 6 hours to group VI, of those working from 25 to 30 hours. Group VII contained those working from 31 to 40 hours; group VIII those working over 40 hours. Then the average grade for each small group of students was computed, and the grades of the groups compared. The results were discouraging. High group grades and low occurred in an apparently haphazard manner without reference to work

and without much reference to sex or class. A few details of some interest however appeared as by-products.

Of course it was attempted to compare the small group grades with the average for the whole college, for all the men, for all the women, and for the men and women taken separately in each class. As soon as these grades for the large groups were computed they made interesting consideration. Thus was formed this table 2.

Average grade of senior women	84.6, men 80.7
Average grade of junior women	80.3, " 77.7
Average grade of sophomore women	78.4, " 72.7
Average grade of freshman women	75.7, " 66.8
Average grade of all women	78.5, " 72.0
Average grade of all students	75.5

TABLE 2.

As anyone might foresee, the more advanced the class the higher the average grade. Greater maturity, greater adaptation to college environment, increased specialization in chosen, and therefore to that individual interesting, courses, the more intense instruction of smaller sections, all these make for higher grades in the upper classes. To the same end operates the improvement in kind and amount of extra-academic work. For the old student, inheriting the good jobs from those graduating from the college community, turns over the undesirable ones to the incoming novices, to the improvement of his scholarship and the despair of the new students. The group grades of the upper classes must be raised moreover through the withdrawing of many who, after a rather short residence in college find themselves unfitted for college life. Just as the superiority of the grades of the higher classes over the lower is expected so the higher grades of the women as compared with those of the men cause no comment. What is astonishing is that men of the lowest class are so much poorer students than women of that class. What is hopeful is that the men and women of successively higher classes differ less in grades. It would seem that the conditions which improve the scholarship of classes while in college influence the men most.

Returning to the examination of the small group averages it was noticed that the greatest divergencies from the averages of the large groups occurred in the cases of the smallest groups. Where a small group contained more than 12 or 15 members the divergence was small. Fixing attention upon these better represented groups a tendency was discovered for the groups of those doing a moderate amount of work to exhibit the best averages. Guessing that a redistribution of the students into larger groups would produce more consistent results I now arranged the students, as in table 1, in three classes as follows: A, the *non-workers*, containing those who do not work for self-support, or work less than 6 hours, B, the *moderate workers*, containing those who work not less than 6 and not more than 24 hours, C, the *hard workers*, containing those who work more than 24 hours per week. Table 1 shows that such an arrangement divides the men into fairly equal groups. It puts somewhat more than half of the women in group A, about a third in group B, and only a small number in group C. It is hardly necessary to add that the redistribution was conducted with reference of classes and sexes as before.

Under the new arrangement the averages presented some order, as is shown by the table 3 that follows:

	NUMBER OF STUDENTS IN EACH GROUP.			GROUP AVERAGES.		
	A.	B.	C.	A.	B.	C.
Women:						
Senior.	21	9	2	84.6	81.4	81.1
Junior.	24	16	4	80.4	79.0	85.1
Sophomore.	39	21	8	79.2	78.6	74.2
Freshman.	53	30	6	73.8	79.4	74.0
Men:						
Senior.	6	12	2	81.4	80.1	79.2
Junior.	8	10	11	74.8	79.3	78.3
Sophomore.	20	28	16	72.5	72.8	72.7
Freshman.	35	29	29	67.7	69.3	67.0
All women.	137	76	20	78.1	79.7	77.0
All men.	69	79	58	71.1	73.4	71.1
All students	206	155	78	75.8	76.5	72.6

TABLE 3.

In the three large groups the best average is attained by the moderate workers. The same thing is true of the three lower classes of men and of the freshman women. The non-workers among all seniors and among the sophomore women have the best of it. The hard workers lead the junior women.

Since in the three lower classes of men there are slightly more than 90 per cent. of the men in college it is safe to say that the man who makes his way in part in Colorado College is the best student. In the senior class the non-workers make considerably the best average. This is probably related in some way to the unusual proportion of men in the group of moderate workers. May it not be true that the men, who in the three previous years have spent more of their time than was safe in making their expenses, swell the ranks in group B in their last year through finding easy jobs, but pay the price for enforced neglect of studies in other years in poorly trained minds and in a preparation for advanced courses which is below par? Such men who in previous years contributed to the normally low standard of group C, now in their senior year keep down the grade of the moderate workers.

The case of the women is quite different. The only class in which the moderate workers excel is the youngest, and only about one-third of the women are freshmen. Hence their condition must be regarded as the exception, the rule being that the non-workers make the best average. The very high average of the group C in the junior class is an exception, an accident due to the very small number, four, of women in the group. Assuming then that the college woman who has no outside duties does the best work, we must explain the relative marks of the freshman groups and the reversal which follows the first year. No entirely satisfactory explanation is forthcoming, but a few contributing causes can be cited. Many of our young women enter college with tuition scholarships given only for excellent standing in high school. These women are often poor and are obliged to make their way for the first year. Their

superior scholarship does much to improve the grades of groups B and C. It may often occur that such students, finding the double effort too much for their strength, fail to return the second year or return only on condition that they receive from home more financial support. Hence in sophomore year they would do little for self-support and would thus improve the grade of group A, at the expense of the others. If, as seems probable, there is a tendency for women to do less for self-support as they advance in classification we might expect the members of the non-workers' group to appear relatively more numerous from freshman to senior year. Reference to table 1 shows no such gain except in the last year. After all however, table 1 does not prove that such a tendency does not exist. For the relative numbers in the groups is influenced by the proportions of the groups that return to college on successive years. As will be shown later a study of the return of students seems to justify the explanation offered.

Another cause should be mentioned which has some effect, no doubt, upon the standing of the freshmen women of group A. Many young women enter college (and, I am sorry to say, Colorado College is no exception) for the sake of the social life which they expect to find there, and to gain some social prestige. Such young persons are usually well-to-do, and of course do not work for self-support and study insufficiently for respectable academic standing. They swell the number of freshmen in group A and seriously injure the average of that group. About one year in Colorado College is quite enough both for these aspiring society leaders and for the institution. Then they turn from the college with disappointment and perchance flit to some other school hoping to satisfy their ambitions there. Their departure must improve the reputation for the sophomore year of the non-workers' group.

In order to make sure that the averages of table 3 are not attributable to a few very high or very low grades which unduly affect the results the number of students in each group whose grades are better than the average of

all the women or men, as the case may be, of the corresponding class was determined. From these numbers the following table 4 was prepared.

	Per cent. of women in each group whose marks were above the average of the women in their class:			Per cent. of men in each group whose marks were above the average of the men in their class:		
	A.	B.	C.	A.	B.	C.
Senior.	62	14	50	50	50	0
Junior.	46	31	75	37	60	63
Sophomore.	59	52	37	45	57	56
Freshman.	42	53	50	46	69	45

TABLE 4.

In only one case, and that for a group containing only two students (group C of the senior women) does the order of percents in table 4 differ from the order of grades in table 3. Apparently then the best average indicates truthfully general superiority in the students of the group.

Having found that some outside labor does not injure the scholarship of the women much, and that it indicates greater seriousness and better scholarship among the men, it was desirable to find if those who work are forced to lighten their amount of academic work. Since for most students fifteen semester hours of recitations or their equivalent are recommended, it was only necessary to count the number of students in each group who elect more than fifteen hours and the number who elect less to ascertain who undertake the most academic work. The results are tabulated below.

PER CENT. OF STUDENTS IN EACH GROUP WHO CARRIED
THROUGH THE SEMESTER

	MORE THAN 15 HOURS.			LESS THAN 15 HOURS.		
	A.	B.	C.	A.	B.	C.
Women:						
Senior.	72	56	100	14	33	0
Junior.	50	57	50	17	13	20
Sophomore.	38	38	25	28	9	13
Freshman.	9	17	0	43	33	50

Men:	MORE THAN 15 HOURS.			LESS THAN 15 HOURS.		
	A.	B.	C.	A.	B.	C.
Senior	83	75	50	0	0	0
Junior	88	60	82	13	20	9
Sophomore	55	46	19	25	30	13
Freshman.	20	31	17	35	21	27
All women.	35	36	30	30	22	25
All men.	43	48	31	26	20	19
All students	38	42	31	29	21	21

TABLE 5.

There is a marked growth from class to class in the relative numbers of those who take more than 15 hours of academic work, and a less consistent decrease in the number of those who complete less than the average amount. It seems that many sophomores attempt to make up for the deficiencies of the previous year, and very few dare to take less than the average for fear that four years will not suffice for the completion of the college course. Just about all the juniors are eager to avail themselves of the intellectual feast spread before them at the end of two years of hard work removing freshman and sophomore requirements, and very few can be satisfied with less than 15 semester-hours. In spite of these efforts, however, few senior women and still fewer senior men find themselves ahead of the required number of hours to such an extent that they elect less than the average amount of work. On the other hand, far more than half of these students work overtime.

In general, the moderate working women show the greatest ambition and the least avoidance of the normal load of courses. The non-working men of the three upper classes take extra work in the largest relative numbers, but the hard workers have the smallest number of men taking less than their share of work. The freshmen are so numerous that their peculiarities are imposed upon the large groups described at the end of the table. Hence it is that the three big groups indicate that the moderate workers in largest number take more than 15 semester hours. Also the moderate workers share with the hard workers the

distinction of having the smallest relative number of students carrying less than normal work.

The conclusion from this and previous comparisons is that the moderate workers are the most ambitious in college, get the most out of their studies in the case of the men and just about as much as the non-workers in the case of the women, and that the hard workers are less prone than the non-workers to take less than the normal amount of semester-hours but are unable to produce such high grades. In other words, the moderate worker is the most desirable sort of student in Colorado College. The hard worker tries to make the most of his opportunities, but is handicapped by his outside labors and fails to get the best out of his courses. The non-worker, who has the most time for study, is most disappointing in the first year. He is sometimes frivolous, sometimes physically unfit for college work. Because of selective weeding out from year to year his group shows greater ambition and power as it grows older in college until in senior year it stands first in amount and quality of effort.

The year following this investigation I looked up the students who had reported the year before to see what ones had returned to Colorado College. The table that follows shows the facts.

PER CENT. OF STUDENTS RETURNING IN 1915-1916 WHO IN 1914-1915

Women:	Worked.	Did no Work.	Were in A.	Were in B.	Were in C.
Junior....	96	94	96	94	100
Sophomore	80	72	74	71	100
Freshman..	64	57	55	70	67
All.....	77	69	70	76	89
Men:					
Junior....	73	86	75	70	82
Sophomore	70	79	75	64	81
Freshman..	70	75	63	76	76
All.....	70	78	68	70	78
All students	73	72	69	73	81

TABLE 6.

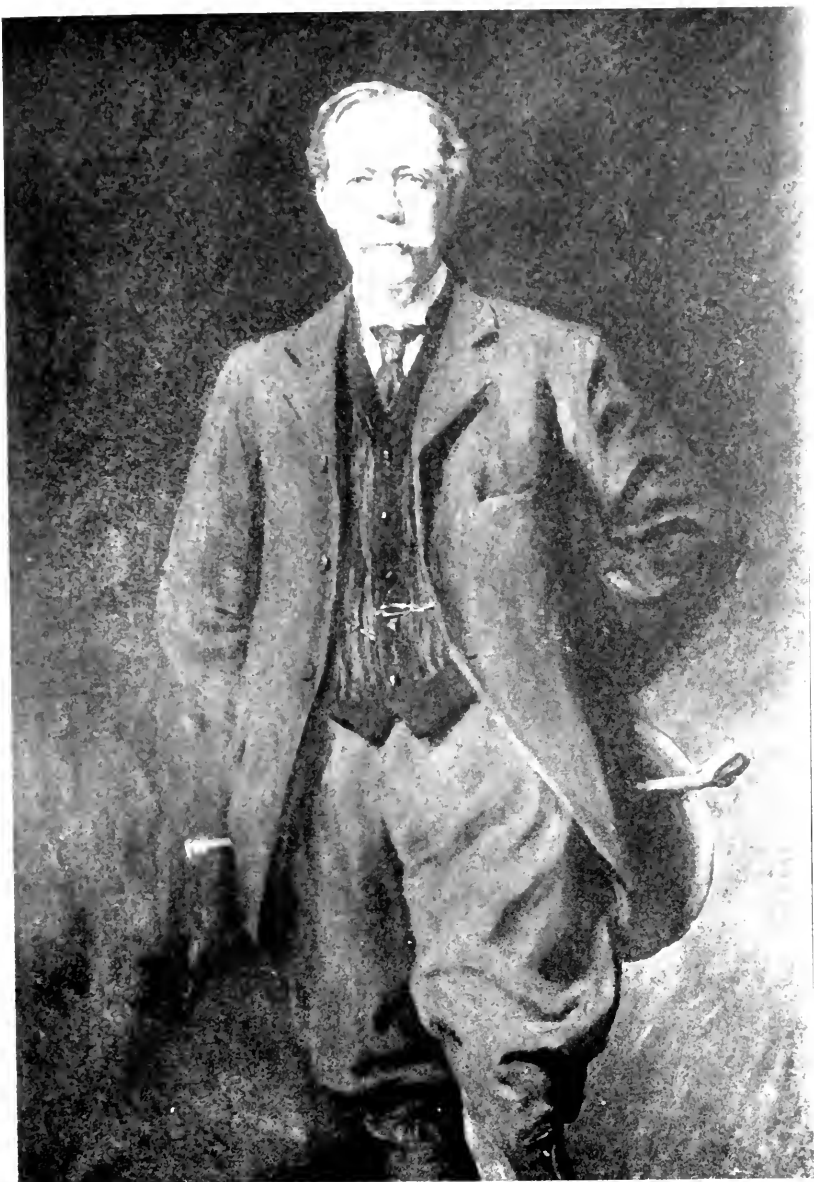
When this table is compared with table 1 a series of paradoxes present themselves. Right down the classes of women those who work return in the greatest numbers relatively, yet the working group grows relatively weaker from class to class, though not without fluctuation. The hardest working women all return in the upper classes and since college classes grow smaller as graduation approaches this group should gain relatively. Table 1 however shows that the group decreases instead. The exception in this group is in the relations between freshmen and sophomores. The sophomore hard-workers double the freshmen, speaking roughly, but just at this point the freshmen hard-workers come back in smaller relative numbers than the moderate workers. The junior and sophomore women return in about the same proportion, but, while the relative numbers change very little from second year to third, yet in the last year the non-workers gain very much and the moderate workers lose. The freshman non-workers return in small numbers, but the non-workers in the next class show no sign of loss.

Among the men the disagreement is as bad, and largely is opposed to that of the women. It is the men who do *not* work who return most strongly and it is among the men that we find the per cent. of workers increasing from freshman to senior year. The hardest workers return most strongly, and from year to year more strongly. Yet they lose most in numbers, increasing most in the early years and decreasing very much from junior to senior year. It is the moderate workers who in general return in smallest number, but in the long run become most numerous.

The large groups only repeat the paradoxes. Among all the women the workers return in largest relative number and table 1 shows very little growth. The hardest workers almost all return. Yet the group almost disappears by senior year. The men who work grow very numerous, but the non-workers are the ones who keep coming back.

This is partly due to the accident of insufficient statistics, much more largely to the two facts which have been

suggested before. The college women from class to class do less for self help, but the most earnest of them, those who are most sure to return are those who have in previous years had to work for an education. The college men find attractive jobs in their later college years and ever more need for money. Hence they increase the ranks of the workers year by year. Probably, too, after freshmen year the men who have had to work for an education are the ones who are most liable to be forced or attracted away from college to work seriously for a living. Hence few senior men in college fail to work, and the men who had been hard pressed to make their way in college finally are forced to give it up and enter upon their vocations before their college training is completed.



GENERAL WILLIAM J. PALMER, THE FOUNDER OF COLORADO
COLLEGE.

The Growth of Colorado College

EDITED BY
JESSIE B. MOTTEN

COLORADO SPRINGS, COLORADO
MARCH-APRIL



PRESIDENT WILLIAM FREDERICK SLOCUM.

THE GROWTH OF COLORADO COLLEGE

There is always a fascination about pioneer days and goings, and surely the early days of Colorado present as thrilling and romantic events as those of any state in the Union. But it is not alone these days of adventure, of heroic struggle against gigantic natural forces, of battling with arid prairies and unsealed mountain peaks that rouse our enthusiasm and admiration. The quieter struggle for educational achievement in the face of the seemingly insurmountable difficulties which always attend life in a new country is also fascinating in the extreme. With this struggle and achievement the life of Colorado College is most intimately associated, and there is no more thrilling chapter in college annals than the story of its development from a mere vision in the minds of a few courageous men and women to one of the leading institutions of its kind in the country.

It was a brave, far-sighted and thoughtful group of people, with rare devotion and loyalty to the higher interests of the nation, who, under the leadership of General William J. Palmer, settled in this section of the United States. Almost before they had built their homes, their thoughts turned to the problem of how their children should have schools and even that higher education, so essential for the making of a nation. Mrs. Palmer herself gave her services as teacher, gathering together the children in the first days of the settlement and teaching them as only a cultivated, high-minded woman could. When at the foot of the great Pike's Peak range, her husband, a man of vision and the first citizen of Colorado, gave fifty-odd acres of a prairie which stretches from the Rocky Mountains to the Missouri River, for a college campus, men smiled and talked of a strange enthusiasm. However, General Palmer was a man who saw railroads, towns and cities where others saw only arid plains and bare

mountain peaks and ranges. To him, an empire builder, was vouchsafed the vision of an educational center at the foot of the Rocky Mountains for this great section of the United States. With characteristic foresight, he planned for the foundation of a college which should send earnest and intelligent men and women out into the life of the nation.

For years this college campus was only a fragment of the wide plains, with their procession of flora and prairie grasses over which the rattlesnakes crawled, rabbits sped, and on which prairie dogs built their homes. In 1874, however, conditions changed. General Palmer's railroad, which had anticipated the population that was surely coming, began to push its way south and west, and the College, under the leadership of a handful of brave and earnest men, opened its doors to a few students and began its career in a temporary building. As a natural consequence it attracted the attention of many people, among them no less a person than "H. H.," whose literary reputation even at that time was far-reaching. People of all classes and conditions planned and sacrificed that the College should have its own first building and be removed from its simple, temporary quarters. Though this new building, to be constructed of native stone, was to stand alone on the wide stretching prairie, the founders of the College displayed their characteristic faith by asking for plans from one of the oldest and ablest firms of architecture in the country, Peabody and Stearns of Boston. The founder, as always, contributed generously, but others, whose wealth and opportunities were less, gave as willingly of their little, even of their ranch products, and often worked night and day for this first College building. At last the plans were finished and farmers, railroad builders, clergymen, teachers, students and townspeople gathered here under the shadow of the Great Peak and broke ground for the new structure which meant so much to each one of them. How much more it would mean in the years to come, they little dreamed! As General Palmer turned the

earth which never before had been broken since nature made the plains, he said, with his characteristic breadth of thought, "My friends: In breaking this ground let us set apart and forever devote it and the structure which is to rise upon it to the purpose of education in the most unsectarian way, to the discovery and inculcation of truth."



CUTLER HALL IN 1888.

For many years this building which stood alone on the prairie was called simply "The College." At last, however, it was fittingly named for a generous New Englander, who, as he toiled in his "Grissmill" in a Massachusetts town, was laying aside each year his savings for a new college in "The West," where young men and women were to be trained for Christian service in the life of the world. So it was in recognition of the thought, gifts, and



CUTLER IN 1917.

prayers of Henry Cutler of Wilbraham, Massachusetts, that this first building was named Cutler Hall, which is today the center of the Department of Engineering, with the busy life of its shops and laboratories gathered in and about it.

In its very earliest years, the College sent out men and women of power, who played no mean part in the making of the state. Devoted people bore its burdens and among varying vicissitudes, it struggled for existence. However, in 1888, its campus was still a part of the prairie and its one incompleting college building seemed lonely as it looked out over to the eastward. Dark days had come to the struggling educational enterprise and those who had smiled at the misunderstood enthusiasm which staked out a college campus when there were no funds, no students, and not even a teacher, smiled wisely again and said to one another, "I told you so." It seemed to those without the larger faith and vision as if the life of the College was drawing to its inevitable close. Debts were unpaid, the solitary building scantily equipped with apparatus, a few books, inadequate laboratories, a handful of twenty-eight students, a tuition income of six hundred dollars, no permanent funds, a few underpaid teachers who very irregularly secured their meagre stipends, courageously holding with grim determination to what seemed a mere hope, were the assets of the College that was to be and for which reverent souls had prayed and sacrificed.

Now there comes another man of vision, courage, and large outlook. William Frederick Slocum, who was at that time filling a pastorate in Baltimore, heard so clearly the call from the struggling and needy College that he felt it an opportunity too sacred to be refused. He accepted the presidency and in 1888 assumed the duties of the office.

Hardly was the new president on the grounds before the reorganization of the College began. The very campus which had been sold for debt had to be redeemed. There was no place to house a single student and the one inadequate build-

ing possessed all the lecture rooms, laboratories, and administrative offices of the College, to say nothing of the library and assembly hall.

The new life raised up friends. The faculty which had worked with great devotion under most trying and apparently hopeless conditions were encouraged.

A house situated not far from Cutler Hall was purchased for the use of the President and his wife, and for many years it has served as a center of social life on the campus. Here the faculty, students, and friends of the College have been entertained with the true spirit of hospitality, and here through



HAGERMAN HALL.

the years, many young people have gone with their needs and perplexities to receive the guidance and sympathy which have played such an important part in their lives. In 1903 the house was remodeled, and at present the third story contains a large room where, on Tuesday evenings for the past few years, the President has been in the habit of meeting a group of the seniors, who discuss problems of modern philosophy.

Hagerman Hall.

In 1889 a residence for men was begun which was named for one of the good friends and trustees of the College, "Hagerman Hall," in honor of Mr. J. J. Hagerman, a leading

citizen of the state. This building was finished and equipped with its dining hall, reading rooms and student quarters at a cost of \$27,000, and immediately new students began to come from outside the city for their college training.



FORMER COMMON ROOM, HAGERMAN HALL.



RECEPTION ROOM, HAGERMAN HALL.

Soon the unbroken piece of prairie, called in those days "the reservation," began to suggest "a college campus," as students and faculty came and went in increasing numbers

with a new expression of life and enthusiasm upon their faces and in their very walk.

Meanwhile the standards of the institution were advanced by the new administration to those of the older colleges of New England, and the student body began a steady increase which has never ceased, until today with an academic standing as high as that of any college of its type in the United



HAGERMAN AND CUTLER HALLS

States, its graduates are accepted without examination into the graduate schools of every university. There is no better illustration of what high ideals, great leadership and tireless industry will accomplish than in the administration of President Slocum at Colorado College. New and able men were drawn to its faculty and there went on steadily the growth in endowment, buildings, equipment and books which makes the College a thoroughly first-class foundation of higher learning

and a center of commanding educational influence not only throughout the Rocky Mountain Region, but in the entire West.

Montgomery Hall.

Scarcely was the new movement under way in 1888 with the purpose of carrying the influence of the College beyond its mere local boundaries, before it was seen that there must be not only the dormitory, Hagerman Hall, for the men, but also a home for the women on the College campus. They had begun to come from outside of Colorado Springs and were

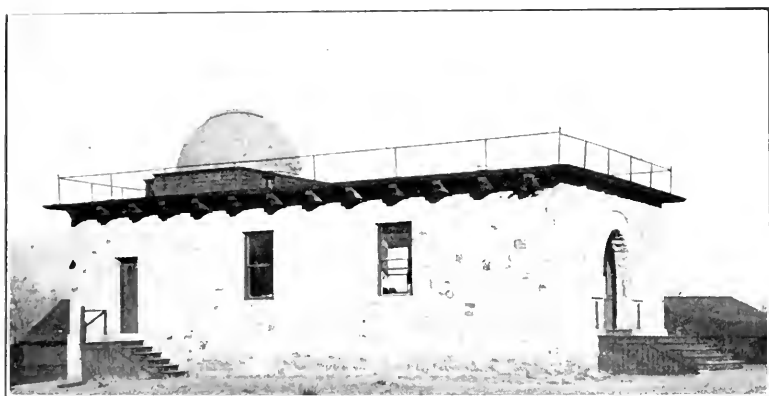


MONTGOMERY HALL.

housed in rooms about the city where little could be done for their personal life. Mrs. Slocum, who in all these years of the wonderful growth of the College has given herself with great devotion to the students and their highest good, organized "The Woman's Educational Society" among the women of the faculty and others in the city and state. One of the first tasks which she and this new organization set itself was the building and furnishing of a home for College girls. This resulted in the erection of "Montgomery Hall" in 1889, which was named in delicate recognition of Mrs. Slocum's spirit of helpfulness, for her sister, a woman of rare and

beautiful spirit, who had come to Colorado for her health and who, after a long illness, had died at the home of Mr. and Mrs. Slocum.

This building of Castle Rock stone, with its dining hall, its parlors, its suite of rooms for "the matron," was a distinct step in advance and was one of the many tributes to the devotion of the President's wife, whose spirit of thoughtfulness and affection has endeared her to every student who for more than a quarter of a century has come upon the College campus. "Montgomery Hall," which with all the College



WOLCOTT OBSERVATORY.

residences for young women is crowded with students, is still the center of much of the best life, as there is in it at present "the rest room for girls" and here the Student Commission, the Annual Board, and Y. W. C. A. Cabinet hold their meetings.

Wolcott Observatory.

Three years after the erection of Montgomery Hall, another building was added to the College group. Henry R. Wolcott of Denver presented the College with an Astronomical Observatory, which has been called in his honor, "The Wolcott Observatory." The sidereal clock and transit were given by the father of Dr. A. A. Blackman, one of the present faculty.

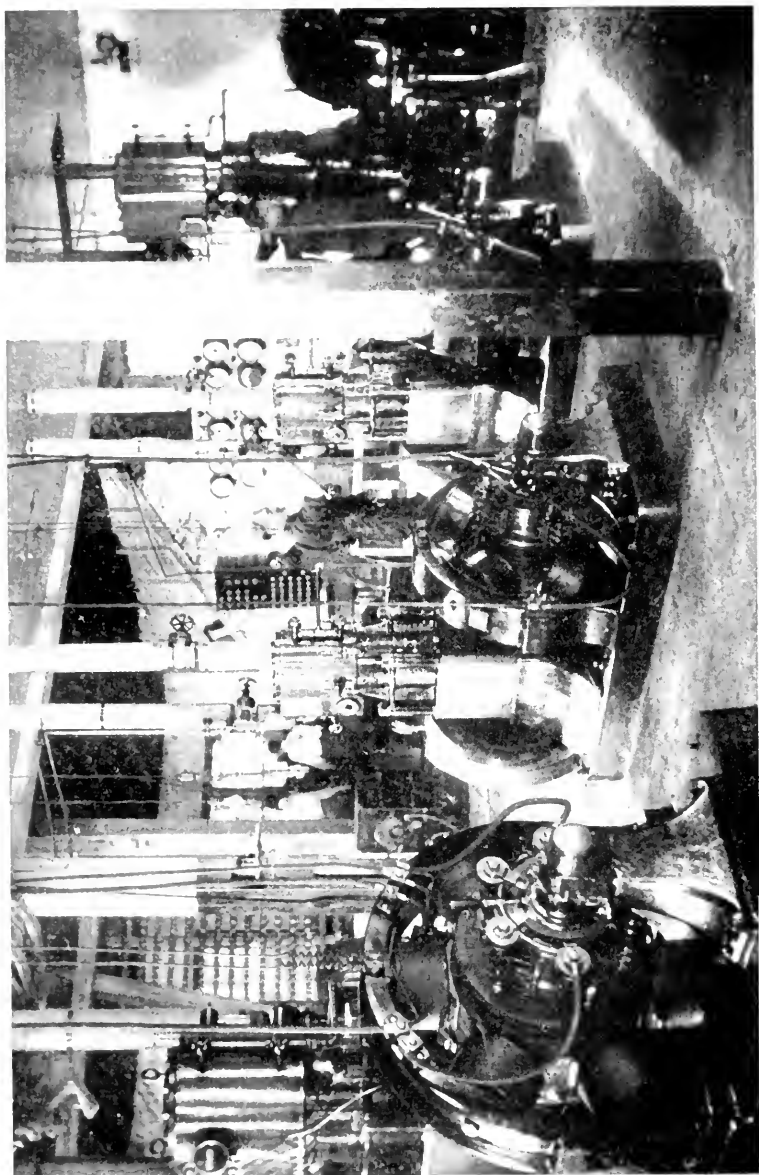
Electric Light, Heating and Power Plant.

As the new College buildings began to increase it was seen that the matter of heat and light was very important from the point of view of both economy and efficiency. Experts were consulted, plans were made and members of the Board of Trustees contributed sufficient funds for the erection of a central lighting and heating plant so that all buildings could be provided with electric light and steam heat, thus doing away with stoves and oil lamps, which had been a source of constant trouble and danger. This plant, begun in 1900, has been greatly enlarged and improved so that at the present time, with its boilers, dynamos, coal bunkers, and engine rooms, it is unusually complete and has cost nearly fifty thousand dollars. It now supplies heat and light for fourteen buildings and is handled with great economy by expert engineers under the general charge of the superintendent of grounds and buildings, who is also the general engineer. In addition, this plant supplies power, electricity and steam for the engineering shops, which are unusually well equipped, and where apparatus costing many thousands of dollars is in operation almost every afternoon of the College year. Under the direction of its chief engineer the College makes its own repairs, and to this end has complete carpenter, plumbing, painting, electric, steam-heating and general repair shops with a force of skilled men, who are at work throughout the whole year.

The N. P. Coburn Library.

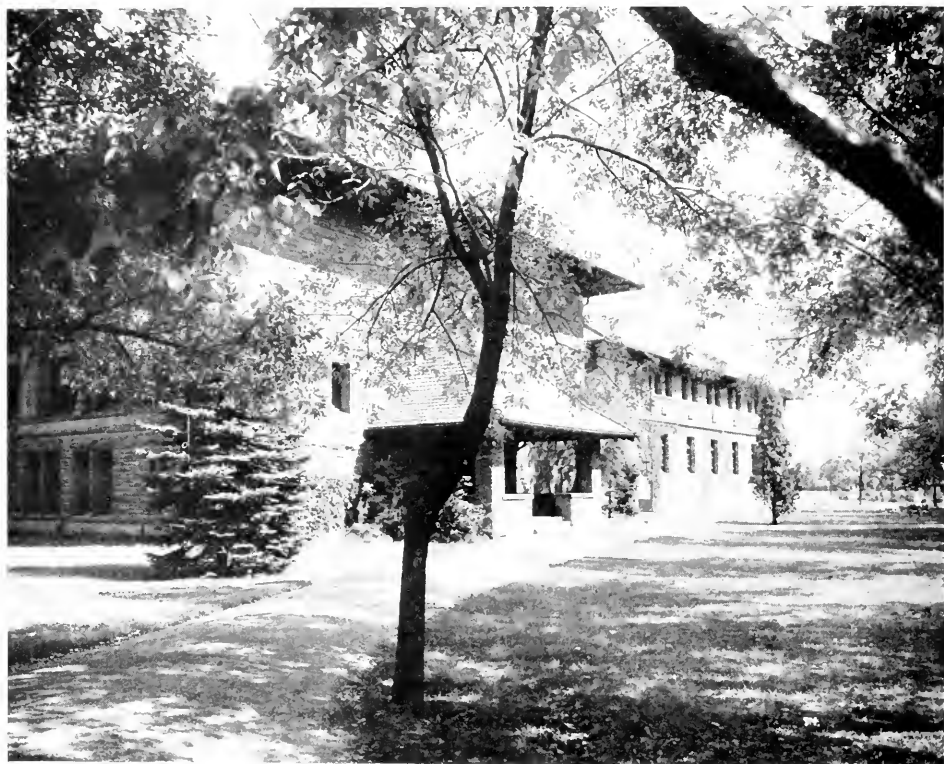
When the present administration began its work there was in the north wing of the only College building a small collection of books which comprised the College library, consisting of about five hundred volumes. One of the faculty acted as librarian and kept it open for a short time each day. It became very evident that there could be no college worth while unless some adequate provision were made for a modern, well-furnished library.

In Newton, Massachusetts, President Slocum's boyhood



DYNAMO ROOM, ENGINEERING DEPARTMENT

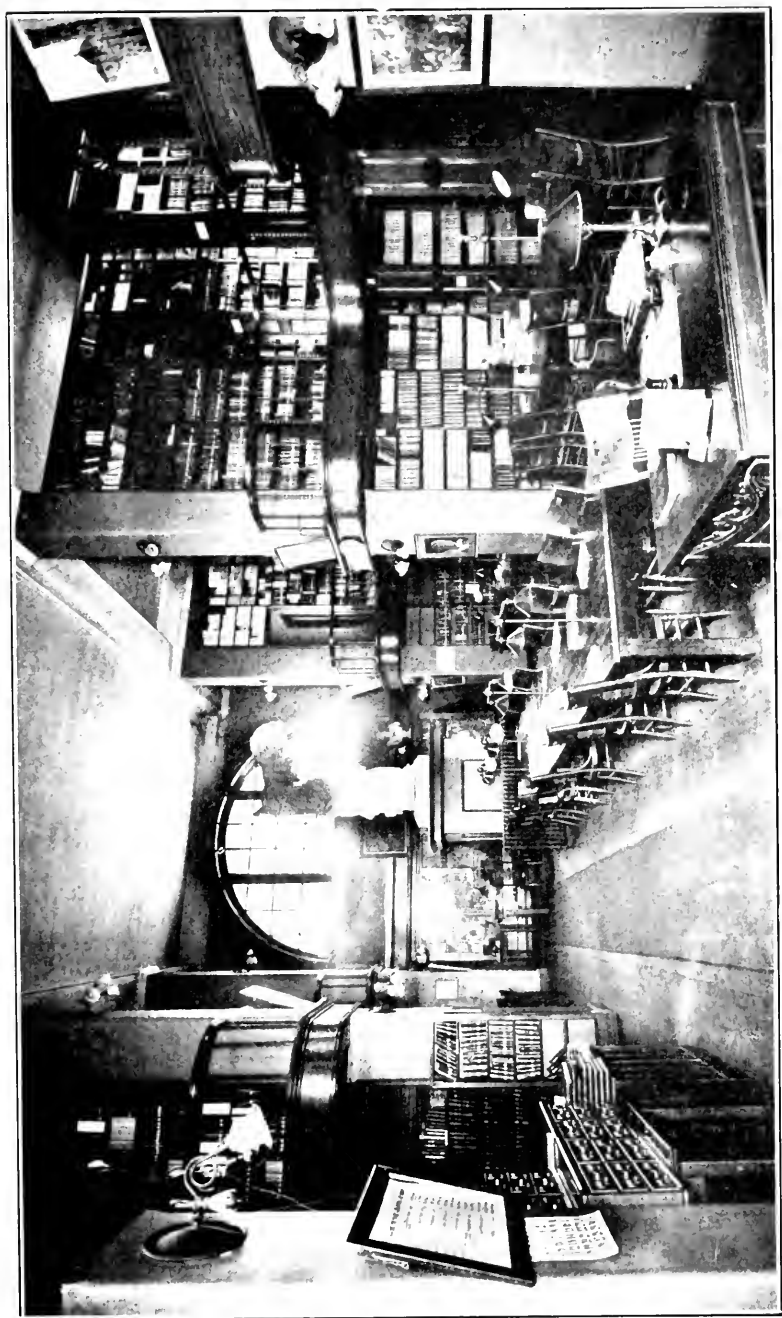
home, there lived a friend of his father's, Mr. Nathaniel P. Coburn, a typical New Englander of the best sort, who was deeply interested in the career of the man whom he had known as a schoolboy. This Mr. Coburn gave President Slocum \$50,000 for the erection of the wing of what was to be a large and beautiful library building. It was built of the



COBURN LIBRARY.

PERKINS HALL.

celebrated "peach-blow" stone, which had been selected by the Board of Trustees as the building material for the quadrangle of academic buildings that they hoped to erect upon the east section of the campus—the residences, engineering shops, the heating and lighting plant, with the gymnasium and athletic field being on the west side of the avenue which divides the college grounds.



INTERIOR OF THE LIBRARY.

The library, which has outgrown the present building, now numbers 110,000 bound volumes and classified pamphlets, and naturally is one of the most valuable assets of the institution. It has been increased at the rate of about 4,000 volumes a year. It employs three expert librarians and sixteen assistants and is thronged with students from morning till night. It possesses unusually valuable books of reference and one of the best collections of bound periodicals for student purposes in the whole West.

Ticknor Hall.

In order to give the largest and best protection to its women students, it has always been the custom in Colorado



TICKNOR HALL.

College to require them to live in the College residences unless they are in their own homes in town. So steadily and rapidly had the number of students grown since the erection of Montgomery Hall that it became necessary to rent a house off the campus and establish what was called "a clubhouse for girls." It was necessarily unsatisfactory. Fortunately, a young woman, only twenty-two years old, a great friend of the President's wife, came to know the College and that for which it stood, and seeing the need and the opportunity, offered to erect and equip on the College grounds another building for women. Thus it happened that in 1897 one of the most attractive of



TICKNOR STUDY.



INTERIOR OF TICKNOR.

residence halls was added to the early one. It contains an infirmary under the care of a permanent trained nurse, a recreation room, kitchen, dining hall, reception room and parlor, and ever since it was opened it has always been occupied to its full capacity.

Miss Elizabeth Cheney, now Mrs. Kauffmann, the generous donor, named it in honor of a life-long friend in Boston, Ticknor Hall. Before the erection of Bemis Hall it had the offices of the Dean of Women and was the center of the women's life of the College. It is built of a peculiarly beautiful stone taken from a quarry in the famous Ute Pass.

Perkins Hall.

For a number of years the only auditorium on the College campus was the low studded room in the basement of the "N. P. Coburn Library" and there was no place for the department of music, which of late years has played a modest part in the life of the College. Moreover, the President felt the necessity for an art gallery which should give the students some idea of pictures and their influence on life, and to which he hoped that generous persons would from time to time contribute.

As these ideas began to take shape, Mr. Willard B. Perkins, a man of great force of character, bequeathed ten thousand dollars to be used towards the erection of some college building, and it was agreed by the Board of Trustees that if additional funds could be secured it should be appropriated for a building of the type to which reference has been made. It was to be built of the same "peach blow sand stone" and was to form part of the "academic" quadrangle of which the N. P. Coburn Library already occupied a space, and upon another side of which Palmer Hall was three years later to be erected. The public in Colorado Springs were much interested in this building and contributed generously to it, as it was to furnish an auditorium which would be

especially fitted for concerts and public lectures. Hundreds have been given in it since the building was completed.

It was above all to be the hall for College gatherings of all kinds, including daily prayers, the Sunday vesper services, commencement exercises and large student meetings.



COBURN.

PALMER.

PERKINS.

Fortunately an exceptionally fine pipe organ was given to it by Miss Elizabeth Cheney of Boston, in memory of her brother who had died in Colorado Springs shortly before the hall was begun.

The picture gallery on the upper story contains, among other paintings, a very valuable one by Sir Hubert von Herkomer of the founder of the College, General William J.



ART GALLERY IN PERKINS.

Palmer, and one by John White Alexander of President Slocum, which was presented to the College at the time of his twenty-fifth anniversary as President.

The Department of Music has exceptional studios and practice rooms, and the studio for fine arts is admirably well planned and lighted. This building has proved to be a most valuable addition to the College plant.

Palmer Hall.

The rapid growth of the College soon made it clear that it was absolutely essential to increase the equipment and enlarge the buildings if the institution were to meet the opportunities which were pressing upon it from all sides. President Slocum, with his controlling idea that it was to be one of the great strategic educational centers of the country, felt that every movement must have this in view. He called

together the scientific members of the faculty and discussed the problem of the erection of a large, well-equipped building of the most modern type. Every instructor gave the matter serious consideration and planned what was needed for his department. It was decided that a large central building should be erected, containing lecture rooms and laboratories, both for general work and for independent research, but with all the departments so co-ordinated that they would supplement each other—a thing which was quite out of the

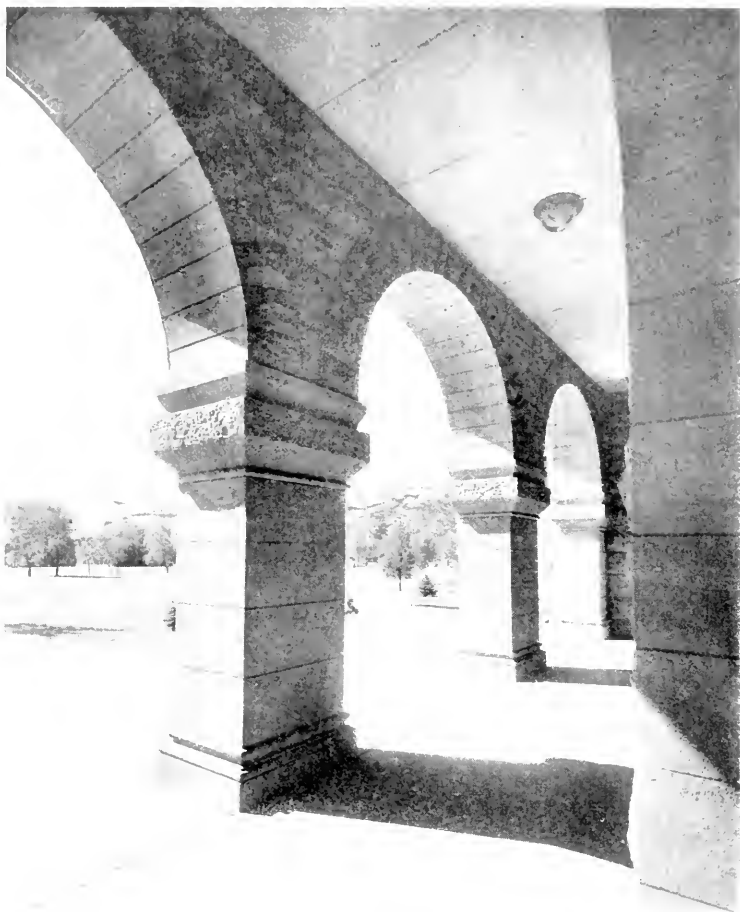


PALMER HALL.

question when they were scattered about the campus as separate units. The men worked with great devotion and enthusiasm and then one of the most distinguished architects in the country, Robert D. Andrews of Boston, a man of large experience in such matters, was given the work of designing the building which was to contain the offices of administration as well as laboratories and lecture rooms.

The Board of Trustees co-operated in every possible way with the undertaking and made very generous subscrip-

tions. Other friends of the College also contributed and Doctor D. K. Pearsons, the eccentric and far-sighted college philanthropist agreed, when the matter was presented to him, to add a second \$50,000 to the endowment funds when the



MAIN ENTRANCE, PALMER HALL.

building should be completed and paid for. The new structure also of "peach blow sand stone" was finally finished in 1903 at a cost of \$267,000 and \$50,000 was contributed for furnishings and for the equipment of the scientific work, labor-



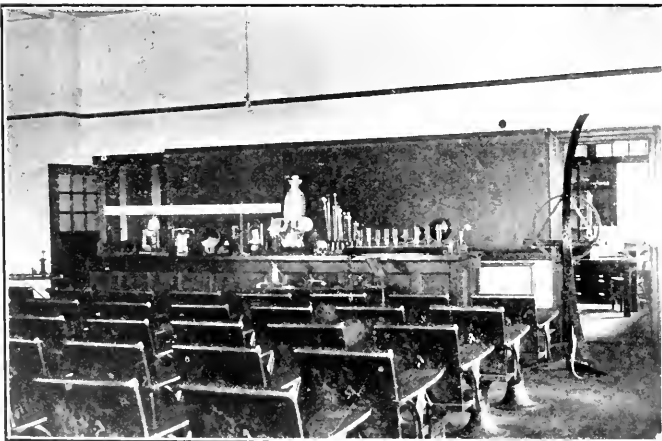
MAIN CORRIDOR, PALMER HALL.



CHEMISTRY LABORATORY, PALMER HALL.



BIOLOGICAL LABORATORY, PALMER HALL.



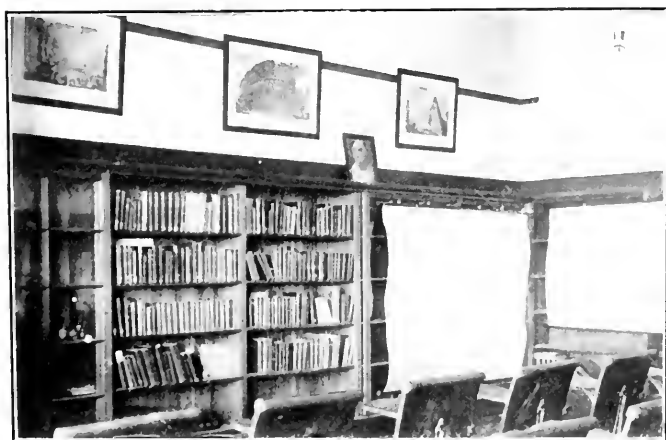
PSYCHOLOGICAL LABORATORY, PALMER HALL.

atories and lecture rooms. When the building was ready for dedication, it was found that \$61,000 still had to be raised and also that \$12,000 a year was necessary for the increased



CORNER IN PHYSICS LABORATORY, PALMER HALL

current expenses of the College as a result of the cost of the enlarged work to be carried on in the building. The task of raising this seemed an impossible one after all that had



LECTURE ROOM, CLASSICAL LANGUAGE, PALMER HALL.

been done. However, the President, with his usual faith and zeal, undertook the almost hopeless task and at the end of the year had raised the \$61,000 and also the \$12,000 a year for

the debt, Doctor Pearsons sent his check for \$50,000 for the five years to meet the current expenses. On the payment of endowment funds.

The building was dedicated in 1904, President David



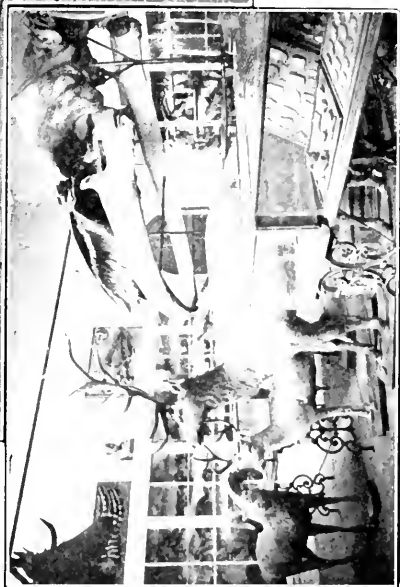
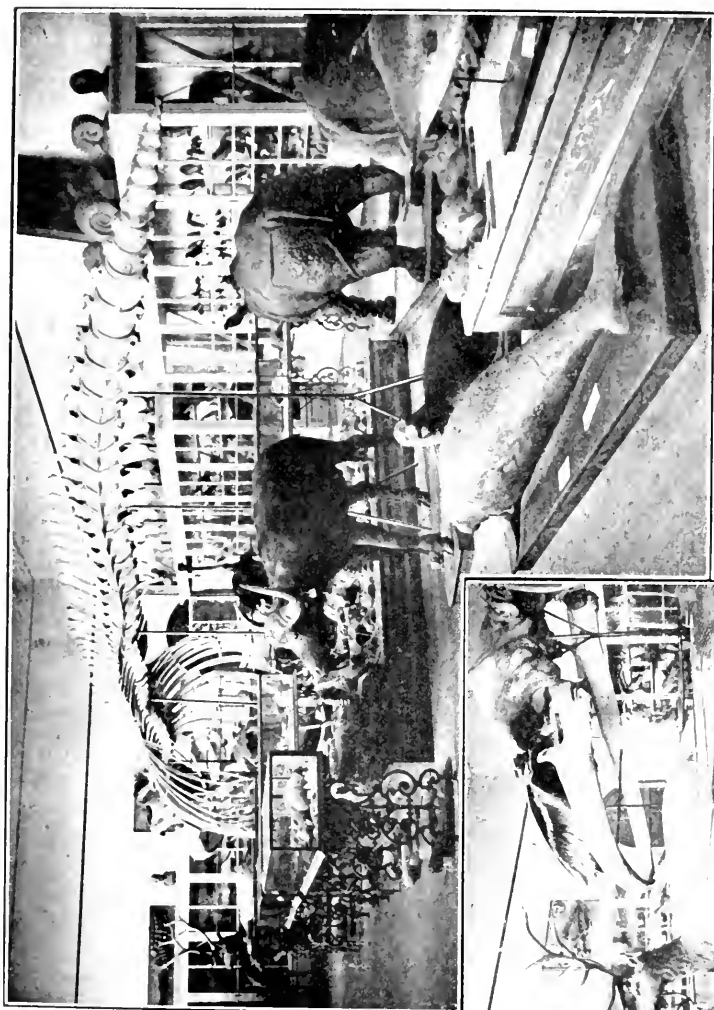
ART LECTURE ROOM, PALMER HALL.

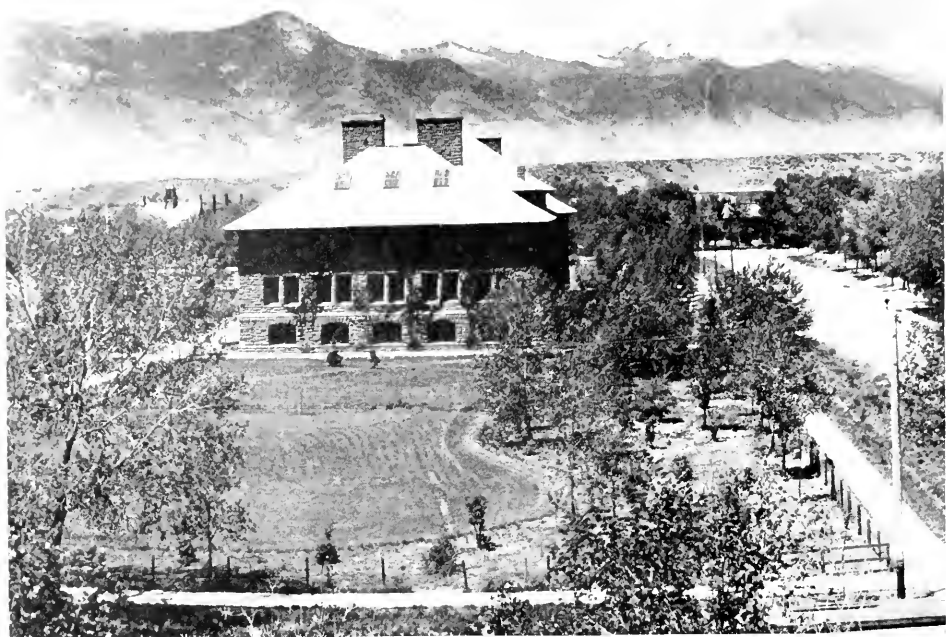


READING ROOM OF J. M. BEMIS, DEPARTMENT OF BUSINESS,
ADMINISTRATION AND BANKING.

Starr Jordan giving the address in the presence of large numbers of university and college representatives from institutions all over the country. This building, which has attracted much attention as a valuable type, was very appro-

MUSEUM, PALMER HALL.





PALMER HALL FROM THE EAST.

priately named Palmer Hall after the founder of the College, General William J. Palmer.

McGregor Hall.

As we have already said, the College had always maintained the policy of not receiving women students except as they resided either in the college halls or in their own homes in the city. In order to provide adequate accommodations for the increasing number of students it became necessary immediately after the completion of Palmer Hall to erect a third dormitory for women, and "McGregor Hall" was begun in 1902 and completed the following year, at a cost, with its equipment, of \$28,500. It was named in honor



McGREGOR HALL.



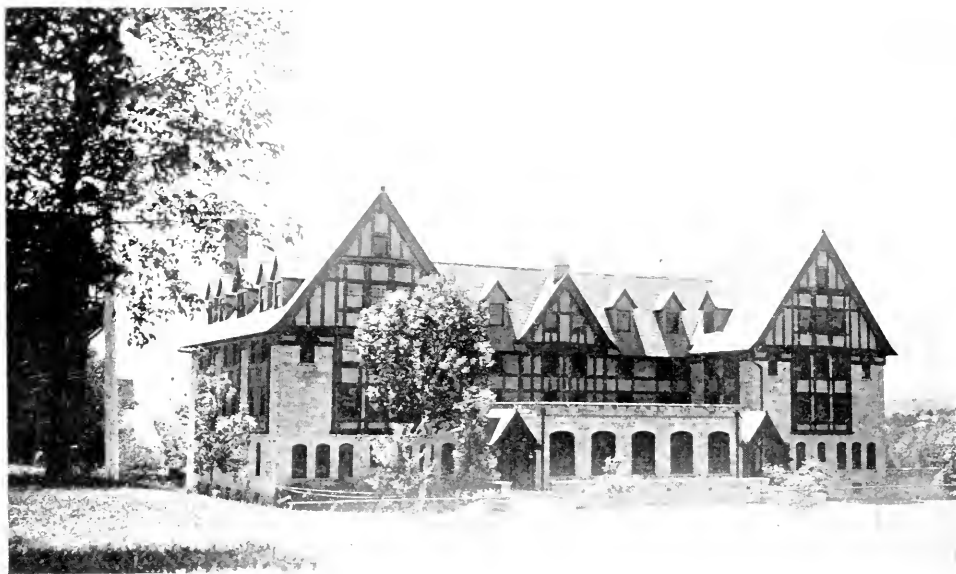
McGREGOR HALL, PRESIDENT'S RESIDENCE.

of one of the early instructors who rendered valuable service to the College.

Bemis Hall.

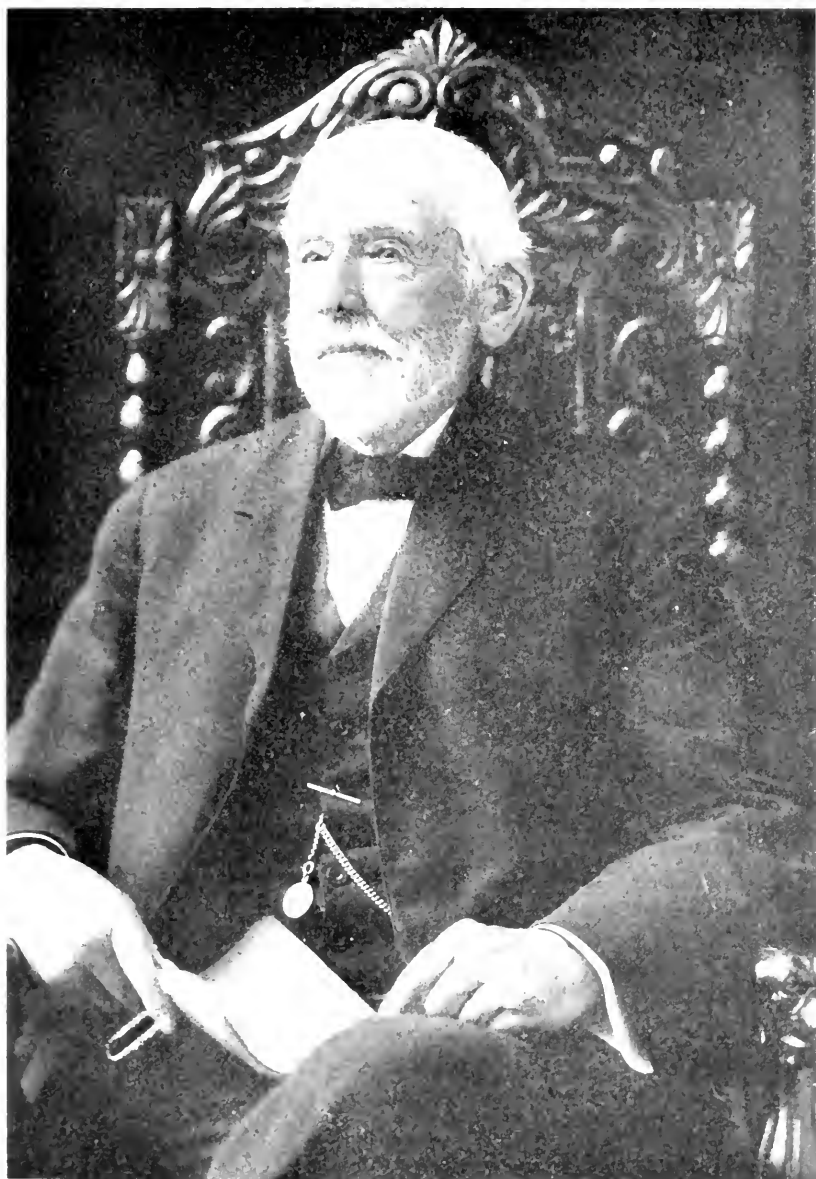
One of the most perplexing problems of the western college and university is that of co-education. There is no doubt that it has come to stay and therefore thoughtful educational leaders ask, "How can it be so handled that it will be a real contribution to the moral culture and the intellectual life of an institution?"

It is probably true that no college has come nearer a solu-

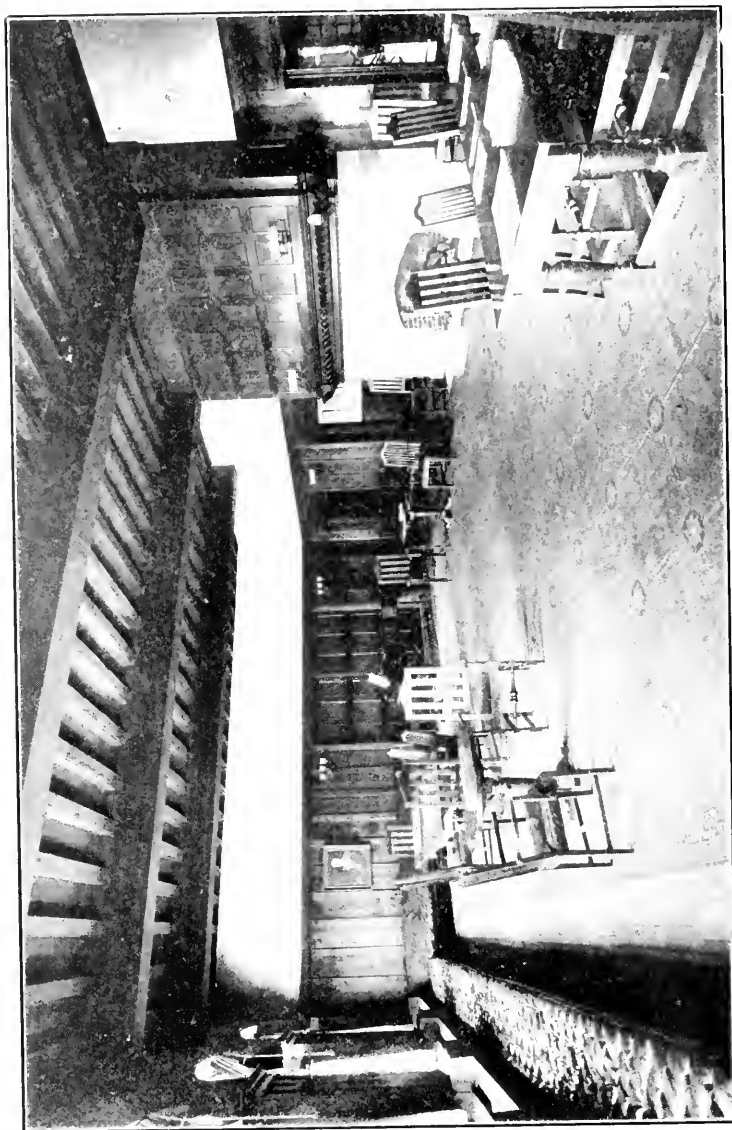


BEMIS HALL.

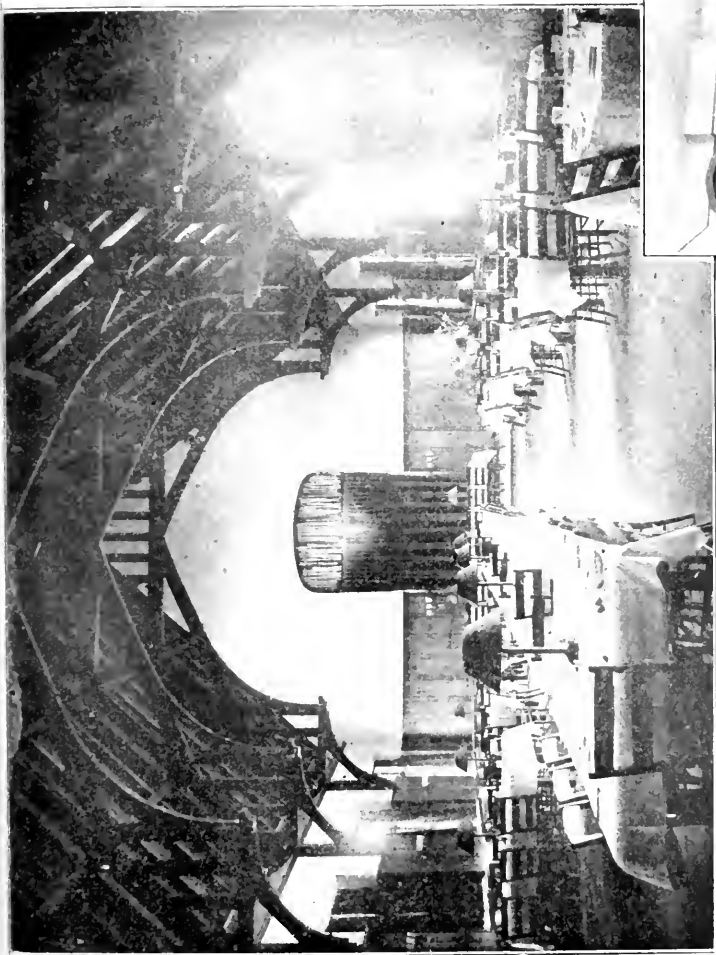
tion of this problem than has Colorado College under its present leadership. The Dean of Women who is a graduate and former member of the faculty of one of the leading women's colleges of the country, possesses exceptional executive ability and high intellectual and moral standards. She has been connected with the College for twenty years and has devoted herself with great earnestness to this problem of co-education.



J. M. BEMIS FOR WHOM BEMIS HALL WAS NAMED



COMMON ROOM, BEMIS HALL.



DINING HALL.



DEAN OF WOMEN'S PARLOR, BEMIS HALL.

The president also, who came west with distinct prejudices against co-education, made it his constant care and study. Three college residences for women had already been erected, but none of them especially lent itself to what seemed to him essential for the solution of the problem. He made a careful investigation of buildings for women and found none that met his ideal. For eight years he studied the matter with the constant co-operation of Mrs. Slocum and the Dean of Women. Then he placed all the data which had been obtained before the College architect, Mr. Maurice B. Biscoe, formerly of Warren, Smith and Biscoe, of Boston. The latter made an exhaustive study of all this material and designed a building which was to be the center of not only the women's life on the campus, but a place where, under proper and appropriate conditions, college men and women could meet for social functions. It was opened and dedicated in the fall of 1908. This building, which in honor of one of the most generous patrons of the College was named Bemis Hall, has by expert authorities now been pronounced "The best planned women's building in the country". It possesses not only accommodations for rooming 82 young women, but has a large English dining hall, a beautiful and commodious "Common Room," a reception room, suite of rooms with parlor for the Dean, an attractive theater, and well-equipped kitchens, store rooms and servants' quarters. Every detail of the furnishings has been most carefully thought out and a large amount of time has been given to each thing that affects the end for which the building was planned and erected, namely, the correct solution of the problem of co-education.

The Frederick H. Cossitt Memorial.

One of the most important problems in the training of young men and women for the strenuous and exacting work of modern life is how to develop the best physical conditions under proper surroundings and with regular and systematic

training. It has become very plain that this cannot be left to the haphazard and varying moods of students, but that it must become a part of the regular educational program of the College and receive the same recognition as any other department, with proper and well-trained instructors in charge. It has also been thought that general sports and athletics should be brought under scientific physical training and become a part of the Department of Physical Education and



THE FREDERICK H. COSSITT MEMORIAL.

that not only should there be suitable recognition given to this department, but that students who take these courses should receive academic credit as in the other courses.

President Slocum not only accepted these advanced views, but he also believed that the new department should have the best possible building, equipment and instructors. Furthermore he held that the building should be the center not only of athletics and physical education, but also of the social life of the men and that with its dining hall, reading

rooms and facilities for social gatherings of all kinds, it should be a club-house for the men of the college.

For twelve years President Slocum had this building and its purpose definitely in mind, and to this matter he gave several years of special investigation in Europe and America and most carefully studied and thought out the whole problem. None of the many buildings which have been erected under his administration has interested him more deeply. He consulted with experts everywhere and added to their opin-



ACROSS THE STADIUM, COSSITT MEMORIAL.

ions his own views. Then he called in his architects and planned a building which should embody the best of their combined efforts.

When all this was done the difficult question arose, Where can the money be found for the erection and equipment of this new and complicated structure? The President had turned to his personal friends all over the country for help for endowments, current expenses and college halls and had



DINING ROOM, COSSITT MEMORIAL.



OUTDOOR GYMNASIUM, COSSITT MEMORIAL.

raised more than two millions of dollars. To most men under the circumstances it would have seemed as if he were facing an impossible situation.

He had, however, a favorite cousin, Mrs. A. D. Julliard, to whom he was deeply attached, who had followed his work with the keenest interest and sympathy. When the plans were presented to her she offered to erect the building in memory of her father, Mr. Frederick H. Cossitt, and contributed one hundred and ten thousand dollars for its construction and equipment. In all probability nothing ever pleased the President so much as that this building which



INDOOR GYMNASIUM, COSSITT MEMORIAL.

meant more to him than any other on the campus should be a gift from his own family. It was erected in 1914 and contains not only indoor and out-of-door gymnasiums, training quarters for the athletic teams and a stadium as part of the building, but also a beautiful dining hall with arched roof, kitchens and servants' quarters, a large Common Room with reading tables, a piano and games, a pool room and every facility one finds in the best athletic clubs for sport and recreation. The building also adjoins the large and admirable field which is the center of the athletic sports. Since its com-



COMMON ROOM, COSSITT MEMORIAL.

pletion, with the co-operation of the faculty, the department of physical education has been organized under the Athletic Director and the instructor in physical education. The dining hall is in operation throughout the whole College year and "Cossitt Memorial" has become the center of the life of the men. Many large social events are held in it annually. It is attracting wide interest, especially in college circles, and



ADMINISTRATION BUILDING.

will, no doubt, be duplicated in its main features by many of the American colleges.

The Administration Building.

One building has been added to the group since the completion of Cossitt Memorial, which has proved exceedingly useful in the administration of college affairs. Nothing is more essential to the success of a modern college or university than accurate and efficient handling of its business matters. Its new buildings must be erected with intelligence and economy, and the endowment funds must be carefully and

skillfully managed. Colorado College has been most fortunate in having a Board of Trustees composed largely of successful business men who have been generous to the College and have guarded its finances with great ability and



PRESIDENT'S OFFICES OF THE ADMINISTRATION BUILDING.



TREASURER'S OFFICE, ADMINISTRATION BUILDING.

scrupulous exactness. However, as the years went on, the business affairs and the matters of executive administration grew so large that it became necessary to have one building which should be the center of this part of the life of the



LOOKING WEST ON THE CAMPUS IN 1904.



LOOKING WEST ON THE CAMPUS, 1916.

institution. Fortunately, just at this time, a large stone residence adjoining the campus came upon the market and a warm friend of the College having purchased and reconstructed it, presented it to the Board of Trustees under the name of the Administration Building. A single glance today into its busy offices assures the visitor of the very vital part which it has assumed in the life of the College.

The Endowment Fund.

It is exceedingly interesting, just at this point, to recapitulate the history of that part of the College's financial affairs which has to do with the raising of its present endowment fund. While there is nothing visible to attest this remarkable achievement, no substantial building, for instance, to which we may point as the result of so much endeavor, it is nevertheless true that an infinite amount of faith and courage and hard, hard work have gone into the raising of this fund.

No college on an independent foundation such as Harvard, Yale or Amherst can possibly exist and do what is required of it without adequate, permanently invested funds, the income of which may be used for the constantly increasing current expenses of the institution.

When President Slocum began his work in 1888 no such fund existed. The College was dependent solely upon the \$637 collected from tuition and upon gifts gathered for current expenses, in securing which, Professor George N. Marden of the Department of History, rendered invaluable service. The new president saw clearly that there could be no future for the College if such a financial basis were not created. No work is more difficult than this, nevertheless, he set himself the task of creating a fund which in all the years would give strength and permanency to the foundation.

The first step was an attempt to raise two hundred thousand dollars. Dr. Pearsons of Chicago at last agreed to give fifty thousand dollars if one hundred and fifty additional

were secured. East and West the campaign was pushed with great vigor and at last after two years of arduous work with the co-operation of trustees, faculty, students and friends the full amount was obtained and invested in permanent income bearing securities. Meantime, funds had to be raised for the constantly growing current expenses—buildings, equipment, books and the many things essential to a growing College.



CAMPUS NEAR WOMEN'S QUADRANGLE.

which was beginning to take its place among the better institutions of the country.

As the years went on, however, it was seen that the fund was utterly inadequate and that a much larger endowment was absolutely necessary. With unfaltering courage and a faith which many could not understand, the president announced to his board of trustees that a half million dollars

more ought to be added to the permanent funds of the college. To most it seemed a futile undertaking, but the larger good of the institution was at stake and when that was apparent there was nothing left to do but shoulder the burden. It was a long wearysome campaign with never-ending work, anxiety and calls for patience and faith. Finally in December of 1907, the last dollar was raised and three quarters of a million



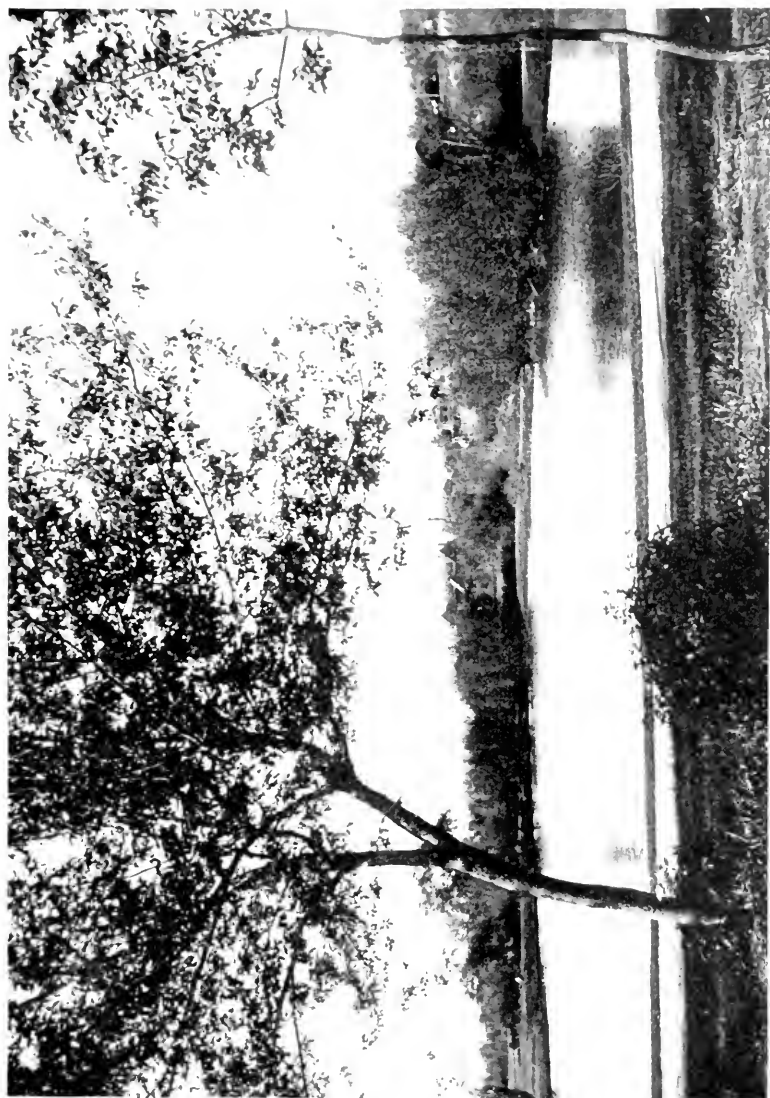
IN COLLEGE PARK.

dollars were carefully invested for placing Colorado College upon a firm foundation.

Then a third movement resulted as it became clear from the remarkable growth of the College that a million dollar endowment was none too large for the needs of an institution whose students had increased from twenty-eight to more than 500 and whose faculty was eight times as large as when President Slocum undertook his task. He then asked for three hundred thousand dollars from friends, one hundred thousand of which was to be used in erecting a gymnasium

for men and the other two hundred of which was to be added to the endowment. This fund also was raised,—Mrs. Julliard, his cousin, of whom we have spoken, contributing the amount for the gymnasium,—and with sums that had been added at other times, the total permanent invested funds then amounted to one million and fifty thousand dollars.

Meantime, however, the student body continued to increase until today it numbers nearly eight hundred and the faculty also was constantly growing. One thing in all this time had been strongly in the mind of the administration and that was not only to ward off debt, but to increase the salaries of the faculty. The long, hard task of the past was hardly accomplished when President Slocum called together his Board of Trustees and said that the College must have another half million dollars added to its endowments. To everyone it seemed a hopeless task; but as the burden of it would come upon the one who had urged on all of these campaigns for funds, he was allowed to undertake the new movement. For the third time the President went to the General Education Board and because of the standing and growth of the College, the Board made an exception and promised a third grant of one hundred and twenty-five thousand dollars on condition that the full amount be raised by July 1, 1917. Again the hard task was undertaken and as this brief record goes to press, the announcement is made that \$429,300 has been pledged towards this last fund, with \$70,700 still to be secured. When this is found the College will possess over one and a half millions in its permanent invested funds, and it will have expended upon buildings, equipment, improvement of grounds and current expenses, including debts and deficits, nearly a million and a half more, making almost three million dollars that have been raised during the present administration. Meanwhile President Slocum has been teaching constantly, and carrying the infinite amount of detailed work at the College with only one sabbatical year since



IN COLLEGE PARK.

he undertook his task nearly thirty years ago. Well has a prominent educator, who understands conditions in the West, said of President Slocum's administration, "It has been one of the most brilliantly successful College presidencies of our generation".

Aside from institutions especially endowed and equipped by some one rich patron, Colorado College has had a more unusual development than that of any college of its kind in America during the past twenty-nine years. From weak



ON FOREST RESERVE, MANITOU PARK.

and seemingly hopeless beginnings it has grown to a position of power and educational supremacy throughout the Rocky Mountain Region. Its first building which stood for so long solitary upon the prairie is now one of a group of sixteen substantial stone buildings. Its departments have grown from seven to twenty-seven and its faculty from seven to fifty-six. It is now one of the four colleges to maintain a system of exchange professors with Harvard University.



CAMP COLORADO, FORESTRY SCHOOL, MANITOU PARK.

President Lowell of Harvard says, "Colorado College now ranks among the four leading colleges of America".

This is seen not so much in its financial stability, great as that has been, as in its ethical and intellectual advancement. It is now recognized as an institution of power and influence wherever its graduates are found, which is in every state in the Union as well as in fourteen foreign countries.

Without doubt the lure of the mountains at whose feet the College is planted, stirs the imagination of the alert students whose mental powers are stimulated by the intense life of the altitude of six thousand feet above sea level in a climate where the sun shines three hundred days in the year. At all events one finds here young people with very remarkable spiritual ambitions and nobility of character.

Such in brief is the history of Colorado College. And yet it is impossible in so short a sketch to give anything but a bare chronological record, which forms merely the basis for the larger history of human interest and development that might be written. It is true that the College grew from building to building, and yet these are merely the milestones of its progress through the years. Its really vital history is to be found in the lives of the men and women, faculty, students, and friends whose faith and courage and sacrifice made possible its remarkable growth. Some of them, like the founder, General Palmer, have completed their earthly tasks, others, like President and Mrs. Slocum, are still striving for the College of their affections, but for both alike the College of today stands as a monument to tireless devotion and triumphant faith.

Surely it is a record of which any college may be justly proud, and yet the attainments of the past merely point to the opportunities of the future. There is still great need of additional equipment, of enlarged departments, of an increased faculty, and if these needs are met, who can predict to what a place of usefulness and achievement Colorado College may yet attain?



PIKES PEAK, THE COLLEGE MASCOT, FROM COLLEGE PARK.



COLORADO COLLEGE PUBLICATION

GENERAL SERIES No. 94

SOCIAL SCIENCE SERIES, VOL. II., No. 14. Pp. 271-308



No. 14.

REPORT ON COLLEGE AND UNIVERSITY ADMINISTRATION

*Part I. Does the Faculty Participate in the Administration
of the American College?*

COLORADO SPRINGS, COLORADO

JUNE, 1917

Published by Authority of the Board of Trustees of Colorado College every six weeks during the Academic Year.

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“ 7. Address at the Alumni Dinner.—*David F. Matchett*.
“ 8. Thirty-ninth Annual Report of the President of Colorado College. (June 10th, 1913.)—*William F. Slocum*.
“ 9. and 10. The Frederick H. Cossitt Memorial of Colorado College.—*William F. Slocum*.
“ 11. The Present Status and Probable Future of the College in the West.—*William F. Slocum*.
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REPORT ON COLLEGE AND UNIVERSITY ADMINISTRATION

PART I. DOES THE FACULTY PARTICIPATE IN THE ADMINISTRATION OF THE AMERICAN COLLEGE?

INTRODUCTION

In the fall of 1916 the faculty of Colorado College voted that a committee be appointed to investigate the matter of faculty and alumni participation in the government of American colleges and universities. The committee selected one hundred and twenty-three of the larger institutions in the country, including all those enjoying the benefits of the Carnegie Foundation, and attempted through printed documents, questionnaires, and personal letters to obtain all the information possible in regard to the government of these institutions. Our main object has been to find out how things are actually done. Four questionnaires were sent out, and some hundreds of personal letters were written to college teachers and officers. It is impossible to acknowledge individually the help which friends and strangers all over the country generously gave us; the great majority of those to whom we wrote, whether known to us or not, responded with cordial good will. It is to these colleagues in other institutions that our report owes whatever of interest or merit it may possess.

For convenience in attacking the problem, the committee early divided the work into four sections, necessarily unequal, and assigned each to a sub-committee. The first sub-committee dealt with the position and functions of the faculty in college government; the second with the make-up, method of election and functions of the board of trustees; the third with the duties and powers of special officers such as president, secretary, dean, registrar, librarian; and the fourth with such matters of college finance as seemed to come within the scope of the committee's work. Each sub-committee has prepared a separate report, which has been submitted for criticism to members of other sub-committees. The present publication contains only the reports of the com-

mittees on the faculty and on financial matters; the reports of the other two committees will be published in a later issue.

The committee fully recognizes the incomplete nature of the report. More persistent efforts would doubtless have elicited fuller information in regard to institutions of which our knowledge is scanty. But in the time at our disposal it was impossible to make a more exhaustive investigation. We believe that we have gathered a body of facts which have not before been available in any one study—most of which, indeed, have not previously been assembled at all—and which may prove useful to later students of the question.

Personnel of committees engaged in the investigation.

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Albert R. Ellingwood,	Homer E. Woodbridge.
Guy H. Albright, <i>Chairman</i>	

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ON BIBLIOGRAPHY

Joseph V. Breitwieser.

I. REPORT OF THE SUB-COMMITTEE UPON FACULTY PARTICIPATION IN COLLEGE ADMINISTRATION

The part played by the faculty in the administration of college affairs is complicated and far from uniform. The

delegation of power to the faculty is unsystematic and accidental. Attempts of this sub-committee to ascertain the administrative practice in many of the larger institutions of the United States soon revealed the fact that such practice is ill defined. Methods of procedure, apparently, are not always clear to college presidents themselves. They often follow that course which seems to them at the moment best adapted to the conditions.

PRACTICE FAILS TO CONFORM TO BY-LAWS.

Charters and by-laws of the leading colleges and universities in most cases ignore the faculty as an administrative body. Out of more than seventy such documents kindly sent us at our request less than a score attempt a detailed description of the method of conducting college affairs aside from the management of funds and the powers and duties of the trustees as related especially to such funds. Official documents which attempt to describe procedure within the college are strikingly at variance with actual practice.

THE QUESTIONNAIRE.

It was useless, then, to depend upon printed matter for our investigation, and we sought information through questionnaires. These had to be brief to insure their return and definite to guard against vague answers. After eliminating many items, some of great interest to us, we decided that the participation of the faculty in academic and administrative control would be briefly and yet satisfactorily exhibited by the following scheme, which together with an explanatory paragraph has been taken from our circular letter.

"It is understood that in general the Board of Trustees is the body of final authority, and practically nothing can be regarded as officially settled without its sanction. We are not seeking information, therefore, about the Board of Trustees, but wish to know where the power of initiative and administrative business centers in your institution. For example, are members of the Faculty chosen by the Trustees on nomination of the President, or of a Dean, or of a Faculty committee, or of a head of the depart-

ment concerned, or of a committee of the department, or of some other person or committee? Are the details of the budget a matter of Faculty consideration or are they entirely in the hands of the President? These are questions suggestive of what we want to know.

The following seem to us to include most, if not all, of the possible sources of such action and initiation. If you have any others in mind, will you kindly indicate them?

1. The President.
2. A Committee of the Trustees of which the President is a member.
3. A Committee of the Trustees without the President
4. The President together with Faculty advisers chosen by him.
5. The President together with a permanent Faculty advisory body.
6. A Faculty Committee of which the President is chairman.
7. A Faculty Committee of which the President is not necessarily a member.
8. The Dean of the institution.
9. A Departmental Dean.
10. A Departmental Group with or without the President.
11. The Faculty, expressing itself by ballot.

Will you kindly help us to secure the information we want by placing after each of the following divisions of administrative work a number from the above list indicating the individual or group in charge of initiating that particular piece of work?

- A. Budget: Departmental; Academic; Administrative.
- B. Appointment of Professors and Assistant Professors.
- C. Appointment of Instructors and Assistants
- D. Promotion of Officers of Instruction.
- E. Dismissal of Officers of Instruction.
- F. Selection of permanent Faculty Committees.
- G. Selection of temporary Faculty Committees.

H. Selection of permanent Faculty Representatives, such as those representing the Faculty on a student board.

I. Selection of temporary Faculty Representatives.

J. Salaries of Officers of Instruction."

This questionnaire and others of a more general nature were sent to members of the faculties of one hundred and twenty-two of the largest or most prominent institutions in the United States, this number including all those under the Carnegie Foundation in this country. All of the officers of instruction in Colorado College were urged to assist us by writing to friends in colleges under investigation. The faculty members written to were personal friends of ours or were chosen because of their long acquaintance with the institutions which they represented. Much information came from college deans and secretaries. Many college presidents gave us valuable details. As far as possible, however, copies of the questionnaire quoted above were sent to non-administrative officers, our intention being to get at the *practice*, which would certainly be understood by the members whose service in the faculties had been long, in preference to the *theory* which might be unduly emphasized by the higher administrative officers. Indeed we found that when college presidents were called upon to answer this questionnaire they were frequently perplexed by the confusion existing between the way they planned to do things and the way things were done.

ANTIQUATED BY-LAWS PRESUPPOSED SIMPLE COLLEGE ADMINISTRATION.

It has already been mentioned that responsibility in college administration is poorly defined. Those who were charged with drawing up by-laws and launching the young school seemed not to anticipate the complex system which would grow up, or expected constitutional revision to keep pace with growth as too generally it has not done. The assumed simplicity of the college mechanism is suggested by a letter sent from a college of the Middle West. "Twenty-five years ago an attempt was made to define the relation of the

President and Faculty, and these comparisons were made 'like that of a Superintendent of city schools to his teachers, or that of the President to his Cabinet.' " Many college presidents, taking this not unusual point of view, would agree with this president, who is quoted as having said "I am responsible for the success of the school and therefore I must have full authority." When they find the growing school presenting a mass of details too great for one man to manage they must delegate powers to others. If they fail to recognize that such delegation must be permanent and should be regulated by law practice necessarily becomes confused. It is no doubt due to just such misunderstandings that theory fails to coincide with practice.

The by-laws of the older institutions not only show a failure on the part of founders to foresee the intricate structure of the modern college but also assumed devotion and knowledge of educational matters on the part of trustees which as the experience of many years has shown is frequently lacking in a group of typical business and professional men. Upon the trustees, according to the old documents, fell the burden not only of watching the finances and property of the school but of hiring teachers, fixing salaries, adjusting the budget and the like. It was quite within the province of the trustees, with or without the advice of the president of the college, to decide upon promotions and even to assist in appointing faculty committees; as though the lawyers or business men, some from out of town who came to the college a few times a year for meetings of the Board and probably did not know even half of the instructors, could give real assistance in selecting a standing committee from the faculty upon, say, entrance requirements! Of course the trustees looked to the president for suggestions and his recommendations often were accepted without discussion.

THE PRESIDENT THE DOMINATING POWER.

Thus we find the by-laws, ascribing all power to the board of trustees, impractical. The college president, the one who knows, must, whether he wishes it or not, take the respon-

sibility. As he recommends, so the trustees legislate. If he is ambitious (and he would be unworthy of his trust if not somewhat ambitious) he willingly accepts the power thrust upon him. From now on the college has a centralized authority. If the president is strong and wise the institution, if small, flourishes. If he is weak and selfish, and assuredly sooner or later, as one ruler replaces another such an one will come into power, trouble will arise to injure the college and expose the essential faults of the system.

The autocratic type of control is no doubt prevalent among our small institutions. Even a fair proportion of the institutions under investigation, more than half of the small colleges (those having fewer than five hundred students) and almost half of the small universities (those having fewer than one thousand students), reported the power largely centralized in the hands of the president. The following extract from a letter written in explanation of the answers to the questionnaire shows a typical state of affairs: "During the past twelve years the presidency of this college has been held by men who frankly held to the view that practically all initiative and administrative control should be in the hands of the President. Exception should be made of a period of two years when a former member of the faculty was acting president. Actually, however, college affairs have been handled by the Board of Directors in the manner indicated. The faculty has had little or no part in any of the matters cited by you." And the report shows that save in one matter the president acts alone or with only the *advice* of others. The trustees merely ratify."

AUTOCRATIC CONTROL OF LARGE INSTITUTIONS IMPRACTICAL.

Even when administered by excellent men the autocratic system has tended to produce discord and discontent in the faculty. Especially is this true of the larger institutions where the problem of running the machinery is too much for one man, no matter how able he may be. A gentle protest came from one of our largest universities. "As regards the government of this university, you will see from my answers that

we live under an autocracy. I have always chafed and fretted under the system, and have longed for faculty government, such as Harvard had under President Eliot. But I am growing old, and nothing matters very much. Moreover our present autocrat, President ———, is wise and kind. His rule is beneficent."

A second source of irritation to the faculty under autocratic government lies in the lack of appreciation of their work on the part of the trustees. In the older and larger institutions the faculty or the group of full professors is the body most deeply interested in the welfare of the institution and best able to see its internal needs. To such men it is bitter to be ignored. The case of the professor is well described in this extract from a letter written by a man in a large college of the middle west: "I have answered to the best of my knowledge the questions here asked. The fact is that the college professor has been a very humble person, satisfied to work like a clerk in a store or factory, at miserably low salary. . . . The Administrative officers (the President and Trustees), though good men, capitalize the professor's sacrificial spirit and carry into effect the statement of the old 'elder' who, hearing his pastor pray that he be kept poor and humble, assured him that all he needed was to ask for *humility* and they would see that he was kept *poor*."

"Here in ——— they turn over their children into our hands (the best kind of children they are, too) and trust to us that which you would think they would regard as most valuable and then pay us as though we were handling their cattle or hogs—yes, not even as well as that."

TENDENCY TOWARD DEMOCRACY IN LARGE INSTITUTIONS.

When matters reach this pass something is pretty sure to happen. A democratic president disregards the by-laws, calls his faculty to advise him, and manages college affairs well in spite of printed documents. Thus stands the case described below. From the Statutes we read: "He (the president) shall be the head of the colleges and schools of the University and of each of them, and shall be responsible for their proper con-

duct. It shall be his duty to nominate to the Board officers of instruction and administration, except as otherwise provided, and to see that all officers are satisfactorily performing their duties. . . . He shall appoint all committees provided for by the Faculty." The practice, however, is described by a prominent professor of the University thus: "The sole method is by nomination made by the President to the Board of Trustees, but the actual practice is far otherwise, since the Faculty selects three of its own members by ballot as a committee on appointments and promotions. These and the Dean confer with the President and agree on all promotions and appointments.

"The President is not obliged to consult with this committee and has the sole voice in the matter, yet I have never known him to appoint, promote, or dismiss a single man unless the action was approved or initiated by this committee.

"The real power lies with the Heads of the various Departments who make recommendations to the President and the Dean, who then consult with this committee of the Faculty.

"The salaries are fixed by the same persons.

"The Dean generally appoints the Faculty Committees, but the committee of which I speak is selected by the Faculty itself.

"There seems to be no authority anywhere, as no one is ever appointed or promoted except by the common approval of the various members of the Faculty, and the committee, the Dean, and the President simply carry out the will of their associates."

When the autocratic president is jealous of his power, the by-laws are overthrown by a revolution of the faculty. This is happening all over the country, and always the change is toward greater democracy and cooperation. In the college the result, reached through revolt or wise presidential recommendation, is faculty control together with cooperation between faculty and president; in the university it is departmental control, the president serving merely to unify the activities of the whole institution.

GRINNELL COLLEGE A PROGRESSIVE TYPE.

A happy state of affairs is described by President J. H. T. Main of Grinnell College. "I have been trying to formulate in my own mind the essential features of my policy of administration. I think it is all comprehended under the single word 'cooperation.'"

"I have made a constant effort since I became President of Grinnell College to secure the active support in all College movements of the Alumni body. In accordance with this policy I secured as my assistant Mr. Ernest J. Jaqua of the class of 1907. He has been most loyal in his support of this policy and has done much towards securing the cooperation of the Alumni. His work has been extremely important.

"A point that illustrates my views in this matter is shown by the personnel of the Board of Trustees. There are more than a dozen members of the Alumni on the Board. I consider this an extremely important matter.

"It has been my policy constantly to put all matters of administrative importance before the Faculty. I have rarely gone forward with any matter of any consequence without the unanimous consent of the Faculty after prolonged discussion, if necessary.

"The spirit of cooperation and fellowship permeates the entire institution and I think I can say without qualification that there is on all hands unanimous feeling that the policy is a correct one.

"I ought to add that there has never been as a result of this policy any handicap on my initiative. There has been both democracy and adequate leadership.

"You understand, of course, that it is very difficult to transfer the policy of one institution to another. Our policy here has grown up naturally and is the happy result of many years of testing. We have no desire to change it."

The testimony of the faculty amply supports this letter.

OBERLIN COLLEGE AN OLD DEMOCRATIC INSTITUTION.

No large institution in our country has for so long a time enjoyed democratic administration as Oberlin College. About

the time that the Rev. Asa Mahan was elected President of Oberlin College and Professor Charles G. Finney was called to the institution the trustees passed the following resolution, February 10, 1835: "Resolved, That the question in regard to the admission of students . . . be in all cases left to the discretion of the faculty and to them be committed also the internal management of its concern, provided always that they be holden amenable to the board and are not liable to censure, or interruption, from the board, so long as their measures shall not infringe upon the law or general principles of the institution."

The power residing in the hands of the faculty is best described by members of the Oberlin faculty.

"The budget is prepared by a committee elected for the purpose by the council, which is composed of all professors and associate professors holding permanent appointments. After preparation by the committee the budget must be approved by the council and by the Board of Trustees. The chairman of the budget committee is the President ex-officio for the General Council and the Dean of the College ex-officio for the College Council.

"Appointments to the faculty are made in all cases by the Council described above upon nomination of a committee on appointments elected, like the committee on budget, by the Council itself. Ratification of such elections by the Board of Trustees is practically a matter of form. The Council consequently has practically complete power in this matter."

"All permanent committees are appointed or nominated by a permanent nominating committee which is elected each year by the faculty without nomination from the floor.

"With regard to salaries everybody knows exactly what everybody else gets and it is never possible for a deal to be made or a promise not to be kept. Although in a couple of years Oberlin will be the richest college in America, it has up to this time been able to pay only the lowest salaries of a college of its class in America, and anything less than this absolutely fair and democratic method would have made it impossible to hold the sort of men who have stayed here. In

many places . . . a bargain is made by the president with every professor, and everyone is suspicious of everyone else, and no one is happy. . . . The President may be overruled on any matter by the faculty. We even fix his salary. . . . Neither the President nor the Dean was present when we voted that the President should get not less than ———, leaving it to the Trustees to make it more if they wished, and the Dean a thousand more than the full professor."

In *School and Society* for April 29, 1916, Professor Maynard M. Metcalf had an article upon Oberlin's democratic policy entitled "Oberlin as a Model of College Administration." This is well worth reading.

RECENT REFORMS IN OTHER INSTITUTIONS.

The Board of Directors of Bryn Mawr College, "recognizing the primary responsibility of the faculty in academic matters and in the maintenance of high professional standards among its members, and wishing to emphasize this responsibility as well as to promote closer cooperation between the directors, president and faculty," in March, 1916, adopted a plan of government of the college. Bryn Mawr already enjoyed the benefits of a Council and Senate, which are briefly described in appendix F. The new plan, however, gave to the faculty functions in advance of those of most faculties, and provided for bringing together the board and the faculty upon many matters. Thus, to quote from the plan, "The Faculty shall be consulted before an academic department is established or discontinued."

"The Faculty shall have the power to elect committees on Library and Laboratories, and these shall have power to confer and make recommendation to proper committees of the Board of Directors."

"The Faculty shall have power . . . to elect and constitute whatever committees may be desirable for the conduct of business."

"The Faculty shall report in writing all important actions to the Secretary of the Board of Directors."

"The Faculty shall elect from among the full Professors and Associate Professors after their first term of appointment

a committee of three. . . . This committee shall have the right to attend and take part in the discussion at all meetings of the Board of Directors . . . but shall have no vote."

"The Faculty shall elect a standing Committee on Appointments. . . . The President shall consult this committee before making any recommendations to the Board of Directors on appointment or refusal of reappointment of officers of instruction. In all such cases the recommendation of this Committee and the vote taken shall be reported in writing to the Board of Directors."

Tenure of office is carefully defined, as mentioned in appendix B, and provision is made for protecting both the institution against an undesirable teacher and the instructor against discharge without due warning.

A member of the faculty writes: "We breathe another atmosphere at Bryn Mawr since our plan of government was drawn up and accepted by the Board of Directors at the end of last March. It has been necessary to put in more time altruistically on committees . . . but with great gain in College spirit."

On October 11, 1916, the Board of Regents of the University of North Dakota adopted a constitution defining fully and clearly the functions of the faculty and of its representative bodies. According to this constitution an Advisory Committee consisting of the heads of the various schools and colleges of the University is consulted by the president regarding the budget, appointments, dismissals, salaries, and the like. In case of a disagreement between the president and the Advisory Committee both parties may have a hearing before the Board of Regents. Tenure is well defined and guarded. Before dismissal or demotion any member of the faculty is entitled to have the charges against him stated in writing, and to have a fair trial before a committee of the Council, a body including practically all officers of instruction and administration whose tenure is permanent or who have been reappointed after three years of service. "We feel," writes an officer of the University, "that we have a most excellent constitution

which insures democratic administration, academic freedom, security of tenure, and various other desirable things."

The University of Illinois is conducting its affairs much as is the University of North Dakota, that is according to a democratic departmental system. The constitution of the University has been printed and discussed, but not yet enacted.

Recent amendments of the Statutes of the University of Pennsylvania have placed the initiating power in regard to appointments in the hands of departmental groups, have carefully defined and protected the tenure of officers of instruction and provided for fair procedure in case of dismissal.*

An excellent constitution for the University of Utah adopted within the last two years leaves the determination of important matters largely to a body made up of elected representatives from the faculty, members of the Board of Regents, and the President.

DEMOCRATIC UNIVERSITIES NUMEROUS.

In many of the best universities the departmental system prevails. Passing over the extremely democratic system of Yale, where the president does not even preside in the faculty body, consisting of professors and those of permanent tenure, which discusses the budget, makes appointments, and receives recommendations from departmental groups concerning the selection and promotion of instructors and assistants, which is doubtless well known, we may notice the excellent departmental systems in use in a few other universities.

In Princeton University appointments of instructors are made by the president upon recommendation of the department concerned. Appointments of assistant professors and professors are effected similarly after consultation. "If the President, in making an appointment, does not see fit to accept the recommendation of the Department, the Department has an opportunity to make known its opinions to the Board of

[*Tenure in the University of Pennsylvania is briefly described in appendix B. Dismissal or failure to reappoint comes only after a conference in a joint committee consisting of equal numbers of trustees and faculty members, the latter chosen by the faculty of which the representative is a member; the Provost presides over this committee.]

Trustees. As our system works out, no appointment has been made by President Hibben without the hearty approval of the Department concerned. . . . Dismissals are made, for cause, by the Board of Trustees, upon recommendation of the President. Dismissals are effected only after consultation with the members of the Department involved."

Leland Stanford University, with a complicated system for cooperation between the president and faculty, provides for bodies of faculty representatives, some elected by ballot by the officers of instruction of practically permanent tenure, some ex-officio. Both groups assist the president in an advisory capacity. In case of disagreement with the president these bodies have the right of appeal to the Board of Trustees or to the proper authorizing faculty body.

SYRACUSE UNIVERSITY UNIQUE.

The case of Syracuse University is probably unique. The by-laws as amended a little over twenty years ago show progress looking toward real departmental or faculty cooperation in the administration of the institution. Thus: "The Chancellor and the Dean of the University shall be a committee to make such recommendations to the trustees concerning salaries as they may deem wise." And again: "Professors, associate professors and instructors shall be nominated to the board of trustees by the Chancellor with the concurrence of a majority of the full professors of the college concerned." In reality the institution seems to be in the second stage of development where an autocracy prevails and no one is quite sure of the administrative policy. This is the only institution where the printed statement is in advance of practice.

DEFINITION OF DEMOCRATIC GOVERNMENT.

The faculty has been given a chance to exert its influence in the administration of many large colleges. Examples have already been cited. In such colleges the outward signs, as distinguished from the inward signs, such as the spirit of personal interest in and responsibility for the welfare of the institution among the officers of instruction, are these: a faculty committee on the budget, one on appointments, and

one on committees. The first of these may include the president and a faculty group consisting largely of administrative officers. To be truly democratic and representative, however, the budget committee should consist largely of persons chosen by the faculty. In the most advanced colleges the faculty elects the budget committee by ballot without nomination, and the committee prepares the budget with or without the advice of the president. The committee on appointments usually consists of heads of departments, or officers of instruction whose tenure is permanent, who cooperate with the president upon matters of appointment, promotion, dismissal and the like. Generally this body, unless it includes practically all of professional rank and life tenure, is elected by ballot by the whole faculty. The president is *ex officio* a member, often the chairman of the committee on appointments. The third committee, on nominations or committees, in its best form is elected by the faculty in some democratic manner. Its duty is to select the standing committees of the faculty, often the temporary committees and all faculty representatives. Frequently the president is a member.

In many institutions the duties ascribed to the first two bodies belong to one powerful committee. The third group, the committee on committees, seems to be the most recent development of democratic control, and the one gaining most rapidly in popularity. Several colleges display but one or two of the outward signs of democracy.

Democratic government in a large university makes use of administrative machinery quite different from that of the college, but arouses the same enthusiasm among the faculty members. In these big institutions with their numerous colleges and schools democratic control is felt most in the matter of budget, appointment, promotion, dismissal, and the like. Usually the budget for each department is prepared by the departmental group concerned and through the head of the department or other representatives recommended to a faculty group of the college or school. This group revises the budgets of the departments, prepares one for the school, and presents it to the president. He, together with the deans and

directors of the colleges and schools, considers the budgets and puts the university budget in shape for recommendation to the board of regents or trustees. Appointments, promotions, dismissals, etc., may originate within departmental bodies, but probably come for ratification to a body or council representing all the colleges and schools. This council may consist only of ex officio members like the president and deans, but in the most progressive universities officers of instruction elected by the faculties of the several schools are members.

THE TABLES.

In the tables which follow D indicates that the initiative is in the hands of a departmental dean or head or a departmental group. This corresponds to 8, 9 or 10 of the questionnaire. (See page 274). F indicates faculty initiative, corresponding to 7 or 11, rarely to 6. P indicates presidential initiative, and corresponds to 1, sometimes 2, 4, or 5. T indicates that the initiative is assumed by the trustees, and corresponds usually to 3. The small letters, d, f, p, t, indicate a probable participation on the part of the bodies referred to by the corresponding large letters. Thus Pf represents the president with the trustees, sometimes with a committee of the trustees. Two or more capital letters together indicate that in some cases one body initiates, in some cases another; very rarely that several bodies cooperate in the initiation. Thus DP under the budget signifies that one part, like the departmental budget, is initiated by the dean or group concerned and another part, like the administration budget, is prepared by the president.

Table Ia contains only five institutions, from which incomplete replies on the initiating bodies were received. It is quite probable that had full information about them been given these schools would have been placed in larger groups. The initiating power of the board of trustees has in most cases been inferred from the language of the by-laws. And had the information concerning conditions in other institutions investigated been secured only from by-laws it is probable

(Continued on page 291)

TABLES

Ia.

Institutions in which the initiative seems to be exercised chiefly by the trustees.

	Carnegie Institutions.	Appointment of				Faculty Committees		Faculty Representatives.	
		Budget.	Salaries.	Professors Ass't Professors.	Instructors.	Promotion.	Dismissal.	Permanent.	Temporary.
COLLEGES.									
Adelphi		T	T	Pt	Pt	T	T	P	
Goucher				T	T				
UNIVERSITIES.									
Ohio		Pt	T	Pt	Pt		T		
TECHNICAL SCHOOLS.									
Rensselaer Polytechnic			T	T	T		T		
Rose Polytechnic	C			T	T				

I.

Institutions in which the initiative seems to be exercised chiefly by the president.

COLLEGES.											
Allegheny		P	P	P	P	P	P	P	P	P	P
Beloit	C	PtTd		Pft	Pft	Pft	Pft	P	Pf	Pf	Pf
Coe	C	Pt	Pt	P	P	P	P	P	FP	P	FP
Colorado	C	P	P	P	Pd	P	P	P	P	P	P
Des Moines		P	Pt	P	P	P	P	P	P	P	P
Dickinson	C			Pt	Pt		P				
Drury	C	P	Pt	P	P		P	P			
Earlham		Pd		Pd	Pd		P	P			
Franklin and Marshall		Pt	Pt	Pt	Pt	Pt	Pt	P	P	F	P
Hamilton	C	PT	P	P	P	P	P	P	F	P	F
Knox	C	Pt	Pt	P	P	P	P	P	P	P	P
Lawrence	C	Pt	Pt	Pt	Pt	Pt	Pt	Pt	P	Pt	P
Marietta	C	P	P	P	DP	P	DP	P	P	P	P
Middlebury	C			Pt	Pt						
Millsaps		Pft	Pt	Pt	Pf	Pf	Pt	P	P	P	P
Swarthmore	C	Pt	Pt	Pt	DP	DPt	DPt	P	P	P	P
Washington and Jefferson	C	Pt	Pt	Pt	Pdt	Pt	Pt	P	P		
Wells	C	DP	P	Pd	D	P	P	P	P	P	P
Williams	C	P	Pt	Pt	P		Pt	P	P	P	P
Wooster		Pt	Pt	Pt	Pt	Pt	FPT	P	FP	F	F
UNIVERSITIES.											
Baylor		Pt	P	P	P		Pt	P			
Brown			Pt	Pt		Pt					
Bucknell		P	P	P	P	P	P	P	P	P	P
Colgate		DP	P	DP	DP	DP	Pt	FP	FP		P
Harvard	C	DP	P	P	D	DP	P	FP	P	P	P

I.

Institutions in which the initiative seems to be exercised chiefly by the president.

	Carnegie Institutions.	Budget.	Salaries.	Appointment of		Promotion.	Dismissal.	Faculty Committees		Faculty Representatives.	
				Professors	Ass't Professors.			Permanent.	Temporary.	Permanent.	Temporary.
Indiana.....	C	DP	P	DP	D	P	DP	P	P	P	P
Maine.....		DPt	P	P	D	P	P	P	P		
North Carolina.....		Pf	P	Pd	Pd	Fp	P	FP	P		
Oregon.....		Pdt	P	Pd	Pd	P	P	P	P		
Rochester.....	C		P	P	P	P					
Tennessee.....		P	P	P	P	P	P	P	P	P	P
Virginia.....	C	P	P	DP	DP	P	Pt	P	DP		
Vanderbilt.....		DP	P	P	DP	DP	DP	P	P	P	P
West Virginia.....		P	P	DP	DP	DP	DP	P	P		P

II.

Institutions in which the initiative is divided. See p. 291, foot note.

COLLEGES.

Amherst.....	C	Pdt	Pt	Pt	Pt	Pt	Pt	Fp	Fp	Fp	Fp
Central (Kentucky).....	C	Pt	Pt	Pt	Pt		Pt	P	F	P	F
Clark.....		DFP	FP	FdP	DFP	FP	FP	P	P		P
Cornell.....		Pt		P	P			F			
Franklin (Indiana).....	C	Pt	T	Pt	Pt	P	P	P	FP	FP	FP
Lake Forest.....		DFPt	Pt	F	D	Fd	P	Pf	F		F
Mt. Holyoke.....	C	DPt	Pt	Pt	DP	Pt	Pt	P	P		
Ripon.....	C	P	P	P	Pf	P	P	P	F	F	F
Rutgers.....		Pft	Pt	Pft	Pf	Pf	Pf	FP	FP	FP	FP
Union.....	C	Pt		Pt	Pt	Pt	Pt	DFP	DFP	F	F
Washburn.....		Pdf	Pt	DP	D	DP	DP	P	F	F	F

UNIVERSITIES.

Chicago.....		DP		DPt	DPt			P	P		
Colorado.....		DP	DP	DP	D	Dp	D	P	P	P	P
DePauw.....		Pt	P	Pt	Pt	P	P	F			
Leland Stanford.....	C	Pd	Auto	FP	Df	Pf	DP	FpPf			
Miami.....		DfP	Auto	Pf	D	DP	FPT	FPd	DF	P	P
Michigan.....	C	DPt		DPt	DP		DP	FPT			
Nebraska.....		Pt	Pt	DfP	DP	DP	T	F	F		
Purdue.....	C	P			D	DP		P			
Texas.....		Pd	P	DP	D	DP	DP	Pf	Pf	P	FP
Utah.....				DFPT	FPT	FP	FP	P	FP		
Vermont.....	C	T		Pd	D		DP	P			
Washington.....	C	DPt	Pt		DPt	DPt	DPt	P	P	P	P
Washington and Lee.....		DFPt	Pt	FPT	Dp	DP	PT	Pf	Pf	FP	F
Wesleyan.....	C	P		FP	DP		P	FP			

TECHNICAL SCHOOLS.

Massachusetts Institute.....	C	DPt	DPt	DP	D	DP	DP	F	FP		
Worcester Polytechnic.....	C	DPt	T	DP	DP		T	P	P		

III.

Institutions in which the initiative seems to be exercised chiefly by the faculty directly, or through committees or departmental groups or officers.

III. Institutions in which the initiative seems to be ex- ercised chiefly by the faculty directly, or through com- mittees or departmental groups or officers.	Carnegie Institutions.	Budget.	Salaries.	Appoint- ment of		Promotion.	Dismissal.	Faculty Committees		Faculty Representatives.	
				Professors Ass't Professors.	Instructors.			Permanent.	Temporary.	Permanent.	Temporary.
COLLEGES.											
Barnard.....		D		Dpt				D			
Bryn Mawr.....		P		Fdp	Fdp		Fdt	F	F		
Dartmouth.....	C	DP	DP	DP	DP	P	D	F	FP		FP
Grinnell.....	C	F	FPt	Fp	Fp	Fp	Fp	Fp	FP	F	F
Oberlin.....	C	Fp	Auto.	Fp	Fp	Fp	Fp	F			
Pomona.....		Pt	Pt	Fp	Fp	Fp	Pt	FP	FP	FP	FP
Pennsylvania State.....		D	D	D	D	D	D	DP	D		
Smith.....	C	DPt	DPt	D	D	D		P	FP		P
Trinity (Connecticut).....	C	Pt	Pt	FT	FT	FT	Pt	F	F	F	F
Vassar.....	C	D	Auto.	D	D		D	Pf	Pf	Pf	Pf
Wellesley.....	C	DP		D	D		DP	F			
UNIVERSITIES.											
Boston.....		D	Pd	Fdp	Fdp	Fdp	DP	F	F	FP	FI
California.....	C	DP		DP	DP			Fdp	F	DF	DF
Columbia.....	C	DPt	D	DP	D	D	D	FP	FP		FP
Cornell.....	C	DP	Pt	DP	D	P	P	FP	FP	FP	FP
Drake.....	C		Auto.	DP	DP	DP	DP	P	P		
Illinois.....		Df		D	D			DPf			
Iowa.....		DP		D	D			F			
Johns Hopkins.....	C		Fp	Fp	DFp	DFp		F			
Kansas.....		DP	P	D	D	D	D	F	F	F	F
Kentucky.....		DP	D	D	D	D	D	P	P		
Lehigh.....	C	P	DP	DP	D	D	P	F	F	F	F
Minnesota.....	C	D		D	D		D				
New York.....	C		D	DTp	D						
North Dakota.....		D	D	D	D	D	D		P		
Northwestern.....			Dfp	Dfp	Dfp	Dfp	DFp	DF	D		
Oklahoma.....		DP		DPT			DPT	DP			
Pennsylvania.....	C	D	D	D	D	D	FT	DF			
Pittsburg.....	C	D	D	D	D	D	D	DF	D	D	D
Princeton.....	C	DPt		DP	DP		DPt	F	FP		F
Syracuse (Report of admin- istrative office).....		None	Pt	Pt	Pt	Pt	Pt	Pd	FPd	Pd	Pd
Syracuse (Report of professor)		D	DP	D	D	D	D	F	F	F	F
Tulane.....	C	D		D	D		D	DP			
Washington (State).....		P		DPT	DPT	DPf	DPf	DP	DP		
Western Reserve.....	C	P	P	F	F	F	F	F	F	F	F
Wisconsin.....	C	D	D	D	D	D	D	DF	F		
Yale.....	C	D	DP	F	F	F	F	D	D	D	D
TECHNICAL SCHOOL.											
Case School.....	C	Pt		D	D	D	D	F			

Auto. in the salary column means that salaries are automatically advanced and usually fixed according to rank.

C in the column headed Carnegie Institutions means that such colleges enjoy the Carnegie pension system.

that ninety per cent of all the institutions would have been placed in group Ia. Therefore little value is to be attached to the report.

If colleges are called small in case they have fewer than five hundred students and universities small when they have fewer than one thousand, the following facts may be noted regarding the tables. Thirteen out of twenty-two, or about sixty per cent of the small colleges are in group I, but only one-third of the twenty-one large colleges. Four out of ten small universities, or forty per cent, are in group I, and less than one-fourth of the forty-four large universities. More generally, a little over one-half of the small institutions studied and just about one-fourth of the large ones have autocratic control.

If we call an institution old in case it was founded before 1860 we shall find that about forty per cent of the old and thirty per cent of the young institutions are in group I. Almost all of the small old colleges display one-man power, and almost none of the large young universities. One-half of the small young colleges and two out of three of the small young universities are ruled almost entirely by the president.

In group II, consisting of institutions displaying divided control*, are to be found one-third of the small colleges, one-half of the small universities, and only about one-fifth of the large colleges and universities. Two of the five technical schools are in group II; two also are in Ia. Twenty-three per cent of the young and twenty-nine per cent of the old institutions are found in the second group. Of the ten young institutions in group II, seven are large universities. It contains most of the small old universities and a third of the small old colleges.

Group III, the democratic group, contains almost no small colleges or small universities (three out of thirty-two all together) more than one-third of the large colleges and more

[*Divided control indicates that the power of initiative in some matters is vested in the president, in others in the faculty, in others in the trustees, in still others in the departmental head or group, and sometimes in two or more of these.]

than half of the big universities, half the women's colleges and almost half of the state universities. It has only one small old institution, a college, but more than half of the large old universities.

TENDENCY TOWARD DEMOCRACY SHOWN BY TABLES.

These tables indicate that democratic control is prevalent among big institutions and autocratic control among little ones, divided control being peculiar to neither. The natural inference is that sooner or later the successful growth of an institution tends to produce the adoption of democratic ideals in college government. Some might urge that the strong democratic cooperation of the faculty favors the growth of the institution. Probably there is truth in both conclusions.

The tables show a growing recognition of the desirability of democratic government in colleges and universities. About two-thirds of the institutions under the autocratic form of government are old. Less than half of the democratic institutions are old. In other words, the greater number of new institutions have been founded with the realization that the faculty is a body whose power and judgment are not to be ignored. The old institutions, begun with other conceptions of the duties and rights of the officers of administration, are slow to accept progressive ideas, and are adopting faculty control or cooperation usually under pressure or after a revolt of the faculty or alumni.

APPENDICES.

A. CONTRACTS.

The following institutions report that written contracts are given to officers of instruction. Earlham (in theory a contract is given which states the tenure; in practice no contracts are given); Franklin (of Connecticut); Illinois; Oklahoma; Smith; Southern Minnesota; Tufts; Utah (probably for the first year only); Washburn; Wellesley; Wells; Wooster (sometimes).

The following report that a written announcement is sent and a written reply expected. In many cases this procedure is followed only when a teacher is engaged for the first

time: Barnard; Carlton (This act is not regarded as binding); Chicago; Maine; Middlebury; Minnesota; Ohio; Pittsburgh; Purdue; Rensselaer Polytechnic; Rose Polytechnic; Swarthmore; Vassar; William Jewell.

Written announcements are given in the following institutions, at least when the instructor is appointed for the first time, but no reply is demanded: California; Clark College; Goucher; Idaho; Indiana; Johns Hopkins; Lake Forest; North Dakota; Oberlin; Washington University.

No contracts or written announcements are given in the following institutions: Adelphi; Allegheny; Amherst; Bates; Baylor; Beloit; Boston; Bowdoin; Brown; Bucknell; Case School; Coe; Colorado College; Colorado University; Cornell College; Cornell University; Dartmouth; Dickinson; Drury; Franklin and Marshall; Hamilton; Haverford; Hobart; Iowa; Kansas; Knox; Lawrence; Leland Stanford; Massachusetts Institute; Miami; Millsaps; Mt. Holyoke; Michigan; New York; Oregon; Pomona; Radcliffe; Ripon; Rochester; Stevens Institute; Southern California; Syracuse; Tennessee; Texas; Trinity (of Connecticut); Tulane; Union; Virginia; Wabash; Washington and Jefferson; Washington State; West Virginia; Wisconsin; Worcester Polytechnic.

B. TENURE.

These institutions reported that tenure in them was not defined: Adelphi; Allegheny; Earlham (theoretically defined by the contract, which in practice is not given); Maine (in theory); Western Reserve (in practice); Wisconsin.

At the will of the president or board of trustees: Miami (in practice); Trinity (of Connecticut); Washington University; Yale (It seems probable that this report is not entirely reliable).

For one year only: Baylor; Dickinson; Iowa; Ohio; William Jewell.

For from three to five years: Bowdoin; Colorado College (Not well defined. Often for one year); Pomona.

Probationary period of one year. If reappointed the period of tenure becomes indefinite, that is for life or during efficiency: Goucher; Tennessee; Vermont.

Probationary period of several years, in most cases three: If reappointed the period of tenure becomes indefinite, as above: Beloit; Drake; Kansas; Rochester.

At the will of the president or board of trustees in the case of those of professional rank. The terms of others vary from one to five years: Barnard; Lawrence.

Tenure of full professors is for life, of others, for one year: Case School (associate professors are treated like full professors); California (like Case School); Maine; Oklahoma; Pennsylvania State; Texas (term of instructors is for one or two years).

Tenure of full professors is for life; of associate and assistant professors, for from two to five years; of instructors, for from one to three years: Bryn Mawr (Professors who are appointed for the first time serve a probationary term of three years. Careful provision is made for notifying all who are not to be reappointed); Harvard; Haverford; Illinois; Leland Stanford (The tenure of associate and assistant professors is for life after the probationary first appointment); Massachusetts Institute; Michigan; Minnesota; New York; North Carolina; Northwestern; Oberlin; Pennsylvania; Princeton; Western Reserve (in theory); Williams (Professors serve a probationary term of three years); Yale (This conflicts with the statement above, but is in agreement with the spirit and the democratic policy of the institution).

Life tenure (probably referring to those of professional rank only): Chicago; Cornell College; Drury; Franklin and Marshall; Marietta; Oregon (new appointees serve a probationary term of one year); Rose Polytechnic; Vassar; Virginia; Washington State; Wellesley; Worcester Polytechnic.

C. FACULTY MEETINGS.

Barnard College reports about three faculty meetings a year, at which the president, the dean, or the provost presides.

Baylor University reports two meetings each month.

Colorado College has weekly meetings.

Northwestern University has "at least four meetings a year."

D. DEFINITION OF THE FACULTY.

The faculty includes all above the rank of assistant: Baylor; Bowdoin; Cornell College; Drake; Drury; Kansas; Lawrence; Miami; Minnesota; Mt. Holyoke; New York; North Dakota; Northwestern; Pomona; Pennsylvania State; Pittsburg; Rensselaer Polytechnic; Ripon; Rochester; Trinity (of Connecticut); Utah; Vassar; Wellesley; Wesleyan; West Virginia.

The faculty includes all above the rank of instructor or lecturer: Bryn Mawr; Dickinson; Earlham; Franklin and Marshall; Iowa; Leland Stanford; Ohio; Purdue; Syracuse; Virginia; Western Reserve; Worcester Polytechnic.

The faculty includes instructors who may take part in the discussions, but may not vote: Case School; Michigan.

Harvard limits her faculty to those appointed for more than three years.

Chicago limits her faculty to those appointed for more than one year.

Maine and Yale include in their faculties all instructors of two years' standing.

E. LEAVE OF ABSENCE.

Baylor University. A professor or instructor is generally granted leave of absence upon application. A part of the salary, never to exceed one-third of the salary, is paid during leave. This amount is fixed by the trustees. There may be a contract calling for the return of the salary paid during leave of absence in case of the non-return of the professor or instructor.

Bryn Mawr College. Full professors and associate professors after six years of teaching, are given upon application leave of absence for one year with half pay. Such a professor is under agreement to return to Bryn Mawr for at least one year after the sabbatical year.

Colorado College grants sabbatical leave of absence upon application with full pay less enough to pay for a substitute.

Cornell College. Professors sometimes take years off, but without pay.

Drury College. When professors are granted leave of absence they are allowed half pay.

University of Illinois. After seven years a professor or assistant professor is granted a sabbatical year at half pay. Sometimes a half year is granted with half pay after three or four years of service.

University of North Carolina. Sabbatical leave of absence is granted with half pay.

Vassar College grants professors sabbatical leave of absence with half pay.

Wellesley College grants heads of departments sabbatical leave of absence with half pay. It is assumed that professors on leave will return to Wellesley for at least one year of service.

Western Reserve University pays full salaries to those granted sabbatical leave less enough to pay for substitutes.

Williams College grants full professors sabbatical leave of absence on full salary; assistant professors on half salary.

F. COUNCILS, SENATES, ETC.

Amherst College. While the trustees have voted to the faculty the educational policy of the college, much power resides with the president. Unusual functions belong moreover to the treasurer in that he assists departmental groups in the preparation of their budget, and the president and trustees about the administration budget. He also acts with the faculty committee in the selection of temporary faculty committees. Beginning with the spring of 1916 a faculty committee on committees was elected which now selects standing and temporary committees. A special committee exists for selecting temporary faculty representatives.

Boston University. By statute all power is in the hands of the president. At present much initiative power is left to the faculty, but much dissatisfaction is expressed over the theoretical conditions, which are impractical because too autocratic.

Bowdoin College. By statute the faculty selects one to act as president during a vacancy in that office.

Bryn Mawr. *Senate*. The Senate consists of the president, the deans, and the full professors of three years' standing. This body has the sole power of imposing penalties of suspension and expulsion of students for academic offenses. It may make recommendations concerning student activities which affect student life. *Council*. The Council consists of the president, the deans, all full professors, and associate professors after their first terms or who are heads of their departments and have been in service at least three years. This body has charge of such matters as the conferring of higher degrees, editing of learned publications, and the like. *Committee on Appointments*. This committee is elected by the faculty. It consists of five members, at least three of whom are full professors. Only those associate professors are eligible who are of at least two years' standing. This committee is consulted by the president before making appointments or refusing to reappoint. Professors and others appointed for indefinite terms are removed only by joint action of the faculty Committee on Appointments, the directors, and the president, and after written charges are made and a fair hearing granted. Others are given fair warning. There is also a faculty Committee on Nominations serving as a committee on committees.

Carlton College has informal meetings of the full professors two or three times a year to discuss important matters of policy.

Case School of Applied Science has a Nominating Committee, appointed by the faculty, which nominates permanent faculty committees.

Clark College has a permanent Faculty Council, consisting of all full professors who are also heads of departments. All important matters of policy, including promotions and the general budget are discussed with this body.

University of Illinois has a Senate, consisting of the full professors, which takes the place of the ordinary faculty, and a limited council.

State University of Iowa has a deliberative body called the Senate and a faculty Nominating Committee.

University of Kansas has a deliberative body, the Senate, including all professors and associate professors who give not less than one-half of their time to resident university work.

Lawrence College recently formed a Council, consisting of five faculty members and ten alumni representatives to consider matters pertaining to the good of the college and to report and make suggestions to the board of trustees.

University of Minnesota has a deliberative Senate.

University of North Dakota has a Council, containing practically the whole faculty.

Northwestern University. The faculty elects by ballot three of its members as a Committee on Appointments and Promotions. These three and the dean confer with the president and agree upon all promotions and appointments.

Oberlin College has a Council, already described, including all professors and associate professors of permanent tenure.

Pomona College has a deliberative body called the Cabinet, similar to the deliberative bodies already mentioned.

University of Pittsburg. The Executive Committee of the faculty initiates the budget, promotions, dismissals, and the appointment of all committees and representatives.

Princeton University enjoys democratic government through a Committee on Committees.

Purdue University has an Executive Committee, consisting of the Deans, the heads of departments and three members of the faculty appointed by the president.

Ripon College shows a tendency toward joint committees of the faculty, the trustees, and the students.

Syracuse University has a Senate consisting of the chancellor, two trustees, appointed by the board of trustees, the deans, two professors from the college of Liberal Arts, and one professor from each of the other colleges.

University of Utah. The Academic Council consists of the administrative officers as ex-officio members and faculty members in number two greater than the ex-officio officers. This council has access to the Regents' minutes. The presi-

dent informs the council of all that is done by the Regents, and the council may present its views to the Regents.

Vassar College. The Committee of Committees consists of the president, the secretary and one faculty member, possibly elected. The president is the ordinary medium of communication between the faculty and the trustees. However, there is sometimes a faculty committee for conference with the trustees.

Wellesley College has an Academic Council. Recently the trustees asked for a Conference Committee of the faculty.

Wesleyan University. The Academic Council includes all permanent faculty members. This body elects the Advisory Committee which takes an active part in appointments.

West Virginia University has a Council, consisting of the president, the vice president, and the deans.

College of Wooster. The Conference Committee consists of five faculty members, elected by the faculty, five trustees and the president, who presides. This body considers dismissals, reports to the board of trustees and recommends action.

IV. REPORT OF THE SUB-COMMITTEE ON FINANCE.

Although no special questionnaire in regard to financial matters was sent out by the committee, a good deal of information has been gathered from the answers to the general questionnaire, from personal letters, and from printed by-laws of various institutions. This information is necessarily incomplete, and in so far as it is derived from by-laws probably does not indicate actual practice very reliably. With these general cautions, it is submitted for what it is worth. No attempt has been made to gather facts in regard to financial machinery, the duties of such officials as the treasurer, the comptroller, the business manager, or the bursar, the handling of invested funds, or methods of accounting. But regarding three matters connected with college finance considerable material is at hand; the making of the budget, the publication of financial statements, and the use of a salary scale. On the first point we have more or less complete information

from some sixty institutions; on the second, from something over eighty; and on the third, from only a dozen. All these matters are of obvious interest to college faculties, and seem to fall naturally within the scope of this report.

FACULTY PARTICIPATION IN MAKING THE BUDGET.

On the basis of faculty participation in making the budget, the institutions regarding which we have information may be classified in four groups. In the first group are placed those in which the faculty appears to have no share, either in initiating or in finally shaping the budget. In these institutions the budget is generally made by the president, sometimes with the advice of the treasurer or comptroller, sometimes with that of the Finance Committee or Executive Committee of the trustees. It may be finally voted on by such a committee, or by the full body of trustees. It is noticeable that all the institutions in this group are on private foundations; sixteen of them are colleges, eight universities, and one a technical school. This is numerically the largest group; but fuller information would very likely show that some of these institutions belong by their practice to Group II or Group III.

Group II includes ten institutions in which apparently the heads of departments are consulted, more or less informally, by the president in initiating the budget. In this group we see the beginning of faculty participation; it seems to be a matter of custom rather than of law, probably depending in most cases upon the will of the president. Our information as to some of these institutions is rather vague, and it is possible that one or two of them should be placed in Group III. Four colleges, four state universities, and two private universities belong in this group.

Group III, including seventeen institutions, marks the next step toward democracy; in this group the faculty, through department heads, department groups or deans, definitely initiates the budget, but seems to have no share in revising estimates or giving it final shape. Here are six colleges, three private universities, six state universities, and one technical

school. Most of these are comparatively large institutions, in which a division of the labor of planning the budget has evidently been found necessary for efficiency.

Finally in Group IV we have nine institutions, representing the furthest advance of faculty participation in this matter. This group includes two very progressive colleges, one private university, and six great state universities. In these institutions the faculty not only initiates the budget, but has a definite share in giving it final form. At Oberlin the budget is made by a faculty committee elected by the faculty council, and is submitted to the faculty before it goes to the trustees for endorsement. At Grinnell, too, the budget is prepared by a faculty committee elected by the faculty annually. This committee consults with heads of departments, and meets jointly with the president and a committee of trustees. At Cornell University the dean of each college and two members elected by the college faculty sit with three trustees chosen for their interest in the college concerned and make the college budget. In the state universities the chairmen or heads of departments usually make estimates which are harmonized for each college by its dean. The university budget is then put into final shape by the president and a committee of deans, or (at Kansas) by the president and his "cabinet." It thus appears that in only three institutions (Grinnell, Oberlin, Cornell) does the faculty share through *elected* representatives in the actual shaping of the budget; though in the six state universities the faculty, through the deans or "cabinet," participates in this important work. Perhaps, therefore, Grinnell, Oberlin and Cornell should be put in a group by themselves; from the point of view of the college faculty they and they alone have a nearly ideal budget-making system.

On the whole, in spite of the fact that two colleges and a private university form the vanguard, the state universities appear to be the most progressive class of institutions. Out of seventeen on our list, none is in Group I, only four are in Group II, seven are in Group III, and six in Group IV. Of twenty-eight colleges, sixteen are in Group I, four in Group

II, six in Group III, and two in Group IV. Of fourteen private universities, eight are in Group I, two in Group II, three in Group III, and one in Group IV. The private universities thus seem to be slightly more conservative than the colleges, and (as perhaps might be expected) much more conservative than the state universities. Of institutions having more than a thousand students, there are ten in Groups I and II, twenty-two in Groups III and IV. Of those having less than six hundred students, there are fourteen in Groups I and II, three in Group III, and none in Group IV. Here, as in other matters, it is evident that the larger institutions show much more strongly than the small ones a tendency to develop away from the old concentration of power.

In the following lists the full name of an institution is given only in cases where it is necessary to avoid confusion.

Group I. In which the faculty appears to have no share in making the budget:

Anherst	Coe	University of
Cornell College	Swarthmore	Chicago
(Iowa)	Trinity (Conn.)	Lehigh
Mt. Holyoke	Drury	Western Reserve
Bryn Mawr	College of Wooster	Drake
Marietta	Knox	Wesleyan (Conn.)
Lawrence	Williams	Baylor
Washington and	Lake Forest	Johns Hopkins
Jefferson	Boston University	Case
Colorado College		

Group II. In which department heads seem to be consulted, more or less informally, by the president in making the budget:

Earlham	Wells	California
Clark College	Colgate	Oregon
Washburn	Miami	North Carolina
Oklahoma		

Group III. In which the faculty, through department heads, department groups, or deans definitely initiates the

budget, but apparently has no share in revising estimates and giving it final shape:

Pennsylvania State College	Leland Stanford	Texas
Pomona	Tulane	Utah
*Ripon	Maine	Virginia
Smith	Nebraska	Yale
Vassar	Ohio State	Worcester Poly-
Wellesley	University of Penn-	technic
	sylvania	

Group IV:

Grinnell	Illinois	Michigan
Oberlin	Iowa	Minnesota
Cornell University	Kansas	Wisconsin

The plan followed by the University of Vermont is unique in that it works in a direction opposite to that taken in most budget plans. The trustees assign to each school a lump sum, which is apportioned among departments by the dean with the advice of his faculty.*

PUBLISHED FINANCIAL STATEMENTS.

The publication annually of an itemized treasurer's report or financial statement, properly audited, is a practice in many institutions. The advantages of such a policy need no arguing; the surprising thing is that it is not universal. From the point of view of college faculties, such reports are of interest as showing clearly how the money of the institution is actually spent; if there is unfairness in the allotment, it is thus visible to everyone. From the point of view of trustees, an itemized published statement furnishes a ready answer to any possible criticism.

Information on this point from eighty-three institutions

[*Our information leaves it uncertain whether Ripon belongs in Group II or Group III.]

[*Detailed accounts of the Smith College budget-making plan and one or two others of the Group III type may be found in "Record Aids in College Management," by G. G. Ralph and W. H. Allen, published by the Institute for Public Service, 51 Chambers St., New York City.]

is available. Twenty-one of these are state universities; eighteen are private universities; forty-one are colleges; three are technical schools. Itemized financial statements are published by all the technical schools, and by nineteen of the twenty-one state universities; by twenty-seven of the forty-one colleges, and by ten of the eighteen private universities; in all, by fifty-nine out of eighty-three institutions, or about 71 per cent. The term "itemized" is evidently somewhat elastic, and the reports which we have been able to examine show considerable variation in the extent to which itemization is carried. Some of these reports are summary or incomplete, others very detailed. In general it may be said that the more thorough the itemization, the better the report serves its purpose. There seems to be no valid reason why all salaries and allowances for departmental supplies and equipment should not be recorded individually, as they are in some reports—that of Trinity College (Conn.), for example.

In this matter, as in that of the budget, the state universities (if we except the very small group of technical schools) appear to be on the whole the most progressive and business-like group. The colleges make a better showing than the private universities. From a number of institutions our sole information on this point is to the effect that the Board of Trustees or Regents makes no annual report. It is possible that in some of these institutions a financial statement is nevertheless published.

The lists that follow are self-explanatory:

Group I. Institutions in which the Board of Trustees or Regents make no annual report:

Adelphi	Franklin	Bucknell
Bryn Mawr	Hobart	Columbia
Center College	Lake Forest	Johns Hopkins
(Ky.)	Pomona	New York Univ.
Colorado College	Ripon	Princeton
Cornell College	Rutgers	Washington Univ.
(Iowa)	Univ. of Maine	(St. Louis)
Drury	Univ. of Montana	Wesleyan (Conn.)
Brown		

Group II. Institutions in which the Board makes an annual report, apparently not containing a financial statement:

Coe Washburn

Group III. Institutions which publish an itemized financial statement, either as part of a report from the Board, or otherwise:

Allegheny	Tufts	Utah
Amherst	Vassar	Vermont (limited)
Barnard	Wash. and Jefferson	Virginia
Bates	Wellesley	Univ. of Wash.
Beloit	William Jewell	Wisconsin
Bowdoin	Williams	West Virginia
Carleton	Indiana	Baylor
College of Wooster	Ohio State	Cornell Univ.
Dartmouth	North Dakota	Drake
Earlham	California	Leland Stanford
Dickinson	Univ. of Colorado	Syracuse (limited)
Grinnell	(biennial and sum-	Tulane
Haverford	mary)	Chicago
Knox	Idaho	Rochester
Lawrence	Illinois	Vanderbilt
Millsaps	Kansas	Yale
Mt. Holyoke	Michigan	Case
Oberlin	Minnesota	Rose Polytechnic
Radcliffe	Missouri	Worcester Polytech-
Swarthmore	Nebraska	nic
Trinity (Conn.)	Texas	

SALARY SCALES AND REGULAR ADVANCE.

On these points we have definite information from only a dozen institutions, all rather large colleges or universities. It seems probable that regular salary scales are still the exception, and that anything like definite rules for advance are even rarer. The indications are that for the most part the old method of individual bargaining with its obvious attendant evils still prevails.

Six institutions report a regular scale of salaries, but no

rules for regular advance: Grinnell, Radcliffe, Smith, Union, Colgate and the University of North Carolina.

The University of Michigan reports no methodical advance, but "a sort of tradition," in accordance with which instructors' salaries range from \$900 to \$1,600, with an annual advance of \$100 up to \$1,600. They may remain three years at \$1,600. Assistant professors receive \$1,700 to \$2,000; associate professors, \$2,100 to \$2,400; and professors \$2,500 to \$4,000.

At the University of Wisconsin salaries of instructors increase \$100 annually up to \$1,500. Assistant professors receive \$1,750 to \$2,000; associate professors \$2,250 to \$2,750, the promotion being "in three jumps at two-year intervals"; professors receive \$3,000 to \$3,500. This is said to be "merely a schedule to be followed if convenient."

At the University of Utah instructors receive a maximum of \$1,250; assistant professors, \$1,300 to \$1,700; associate professors, \$1,750 to \$2,100; professors, \$1,800 to \$2,500. All above the grade of instructor receive an annual increase of \$100 up to the maximum salary of their rank.

At Columbia University, tutors receive the first year \$1,000, with an annual increase of \$100 up to \$1,500; instructors, \$1,600 the first year, with an annual increase of \$100 up to \$2,000. We have no information as to a scale for the higher ranks.

The salary scale at the University of Washington is as follows: Instructors, \$1,000 to \$1,500; assistant professors, \$1,600 to \$2,000; associate professors, \$2,100 to \$2,500; professors, \$2,500 to maximum (unspecified). The following rules are from the "Scheme of Promotions":

"Promotion to a given rank shall carry with it the initial salary of that rank."

"Each member of the faculty shall come up for consideration for promotion when he shall have completed five years of service in a given rank. However, such consideration carries with it no presumption in regard to promotion. Service in another institution may be taken into account in shortening the period."

All candidates must be passed on by the head of the department concerned, and by the dean, who makes the recommendation. Candidates for associate professorships must also be passed on by the full professors in the group to which the department belongs; candidates for full professorships, by the full professors in the group and college concerned.

This plan has much to recommend it. It places recommendations for promotion entirely in the hands of those best qualified to judge of a candidate's work; and it is not open to the objections which can be brought against the plan of a small and powerful faculty committee on promotions.

Yale University has a salary scale and scheme of promotions so carefully worked out that we reproduce it in full.

NORMAL SALARY SCALE.*

The †normal scale of salaries in the undergraduate departments for members of the faculty doing full work shall be as follows:

Instructors: 1st year, \$1,000; 2d year, \$1,200; 3d year, \$1,400; 4th year and thereafter, \$1,600. Instructors may be originally nominated for one, two or three years at the discretion of the permanent officers of the faculty concerned. Reappointments of instructors shall be for a one-year term. At the time of reappointment no instructor may claim advance of salary as a right, in case his work has been in any way unsatisfactory. Instructors who have had experience elsewhere may be nominated for not more than two years, at an original salary greater than \$1,000.

Assistant Professors of the first grade, \$2,000. Assistant Professors of the first grade shall be nominated for a term of three years. If on the expiration of this term the faculty concerned is not ready to propose their advancement to the second grade, they may be nominated for reappointment

[*The Yale Corporation: Charter, Legislative Acts, By-laws, etc. 1915. P. 75. †Voted, that hereafter whenever an appointment is submitted by a faculty or governing board which departs from the normal salary scale, the fact be noted in the communication to the Corporation and the reasons stated. May, 1913.]

at the same salary for either one or two years, at the discretion of the faculty.

Assistant Professors of the second grade, \$2,500. Assistant Professors of the second grade shall be nominated for a term of three years. At the expiration of this term it is within the discretion of the faculty concerned to nominate them for reappointment, at the same salary, for a period of one, two or three years.

Assistant Professors of the third grade, \$3,000. No Assistant Professor should be nominated to the third grade unless the permanent officers of the faculty concerned desire to retain his services for an indefinite period; and no time limit should be attached to such nominations. It shall be the duty of the faculty to inform the Prudential Committee at least sixteen months in advance of its desire to discontinue the services of any such Assistant Professor of the third grade; and except in cases of actual and unforeseen failure to meet the requirements of the position, the incumbent should be regarded as entitled to such notice before the termination of his connection with the University.

MARCH, 1912.

It will be observed that these last two schemes, providing for regular advancement through faculty recommendation, also guard most carefully against the promotion of inferior or inefficient men. The provision of regular advance for the efficient puts a high premium on efficiency; and the provision that the judges shall be those who know most of a man's work and are themselves experts in his subject or related subjects, ensures a severe test.

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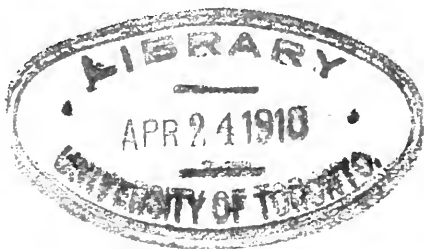
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REPORT ON COLLEGE AND UNIVERSITY ADMINISTRATION. PART II.



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SCIENCE SERIES—VOL. XII.

Nos. 1-29 Science Series, 1-4 Social Science Series and 1-14 Language Series, have appeared in *Colorado College Publication*, Vols. 1-10 inclusive. Nos. 1-17 Science Series, 1-3 Social Science Series and 1-9 Language Series, are out of print.

- No. 1. The Myxomycetes of Colorado.—*W. C. Sturgis*.
“ 2. Stellar Variability and Its Causes.—*F. H. Loud*.
“ 3. On the Transformation of Algebraic Equations, by Erland Samuel Bring (1786).—*Translated and Annotated by Florian Cajori*.
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SOCIAL SCIENCE SERIES—VOL. II.

- No. 11. The Present Status and Probable Future of the College in the West.—*William F. Slocum*.
“ 12. The Relation of Scholarship to Partial Self-Support in College.—*Guy Harry Albright*.
“ 13. The Growth of Colorado College.—Edited by *Jessie B. Motten*.
“ 14. Report on College and University Administration. Part I.

REPORT ON COLLEGE AND UNIVERSITY ADMINISTRATION. PART II.*

II REPORT OF THE SUB-COMMITTEE UPON THE BOARD OF TRUSTEES.

In its endeavor to acquire and organize information relating to the structure and functioning of the board of trustees this sub-committee has met with obstacles of two kinds. In the first place it has been surprisingly difficult to secure complete data upon these matters. One would think that the organization and operation of these legal bodies would be accurately defined in the charters and by-laws of the corporations concerned, and that these important documents would be accessible to all interested parties. This is far from the truth. The charters under which many of our educational institutions operate were framed so many decades ago that they are quite inadequate to existing conditions. Their provisions exhibit many deplorable lacunae and not infrequently are absolutely inapplicable to modern problems. So, perhaps necessarily, in many cases they are either supplemented by a sort of "gentlemen's agreement" or gently perverted by a charitably free interpretation or deliberately ignored. They may even lie forgotten in some obscure administrative pigeon-hole. Legal unaccountability not unnaturally begets an expeditious arbitrariness. We have often received the reply from the academic head of an institution or the secretary of its board that the constitution contained no provisions upon matters of prime importance in the light of modern educational developments. We have had a few puzzling cases where the answers of the president were altogether inconsistent with the constitution or charter as printed in the catalogue. As our aim has been to record the actual practice in every case, such answers presented a dilemma—either we had to follow the charter, ascribing the presidential misinformation

* Part I of this report appeared in June, 1917. Copies may be obtained from the Librarian of the College.

to ignorance, or we had to follow the president and conclude that practice and profession were at variance with one another in that institution.

In a very few instances our questionnaires received no official attention and we had to gather such information as we could from the catalogue and from private correspondence. Only once was there a point blank refusal to cooperate, the president informing us that "we have never made any public statements in regard to our system of organization here, as we are not a state supported or public institution. We have been fortunate so far in our—years of existence in never having had any controversy or trouble of any nature in regard to our organization or management." It is really surprising that there were not more cases like this, for, as one dean (who gave us unusually complete information) said, "I should not wonder if some institutions would not care to lay their practices before the public."

The second difficulty was the unreliability of data even when apparently definite and complete. This was due partly to conditions pointed out above. Especially in the so-called "one-man" institutions it is indubitable that there is considerable deviation from the letter of the law at the will of the president. But even in large institutions where cooperative administration is the rule, the restraint of the constitution is more or less fictitious. It is by no means unusual to find a violation of the fundamental law of a college or university which has originated and is still sustained by nothing more tangible than a "gentlemen's agreement." Sometimes the resulting arrangement is a very desirable one but it is evident that such irregular methods are stumbling blocks to an investigating committee.

It has been thought worth while to mention these difficulties at the outset to pave the way for the gaps and uncertainties in the tables which follow, as well as to explain the inconsistencies between statements in the tables and the provisions of particular charters or constitutions. The administrative officers of some institutions may complain that they have not

been fairly or correctly represented in some instances. The committee frankly acknowledges the possibility that they have made mistakes in their conclusions as to the actual practice when there was an apparent conflict between the letter of the law and its application. We can only remind complainants of this sort that all statements in the tables have emanated from one or more administrative officers in the institutions concerned, and plead that where doctors disagree the mistakes of outsiders are to be dealt with lightly.

The institutions selected for the investigation, one hundred and twenty-three in number, are, we believe, fairly representative of the different types of colleges and universities in the United States. As stated in Part I of this report, all those enjoying the benefits of the Carnegie Foundation are included. To afford greater convenience in examining institutions of similar types, in our tables we have grouped them in three classes: (1) Institutions having less than 750 students, (2) Institutions having more than 750 students, and (3) Institutions under State control. There are enough in each class so that generalizations on many of the points investigated are perhaps permissible. An institution has been omitted from a table whenever information on the questions dealt with therein was entirely wanting. In the summaries appended to the tables and in the subsequent discussions, we have considered a fourth class arbitrarily formed by selecting twelve colleges characterized by a sufficient similarity in number of students, scope of work and nature of environment to justify the inference that there probably exists a similarity in the administrative problems which arise. We refer to this class as the Special Group; it consists of Amherst, Beloit, Carleton, Coe, Grinnell, Knox, Mt. Holyoke, Pomona, Swarthmore, Trinity, Wesleyan (Conn.) and Williams.

A. THE COMPOSITION AND ORGANIZATION OF THE BOARD OF TRUSTEES.

In its original plan the committee arbitrarily selected the following points as worthy of particular attention:

1. Number of trustees.

2. Term of office.
3. Method of selection.
4. Annual compensation, if any.
5. Reimbursement for expenses, if any.
6. Method of removal.
7. Frequency of meetings of the full board.
8. Quorum.
9. Publicity of meetings.
10. Preservation of records of meetings.
11. Publicity of records.
12. Reports published by the board, and their contents.
13. The duty of the trustees to inspect, or keep in touch with, the institution.

For information along these lines the committee first exhausted the catalogues, charters, by-laws, reports and other literature of a similar nature published and distributed by our colleges and universities, as far as these were obtainable. The results were checked and supplemented from an extensive private correspondence carried on between members of our faculty and hundreds of their colleagues in other institutions. Finally many gaps were filled and a further check obtained from answers given by administrative officers (often the president) to the following questionnaire:

1. What is the method of removal of trustees?
2. What is a quorum?
3. Are the meetings open to
 - (a) the public,
 - (b) the alumni,
 - (c) the faculty?
4. Are records of the meetings preserved?
5. If so, are they open to inspection by
 - (a) the public,
 - (b) the alumni,
 - (c) the faculty?
6. Is there an annual report from the board to
 - (a) the public,
 - (b) the alumni?

7. If there is a report, does it contain
 - (a) an itemized treasurer's report,
 - (b) an academic survey?
8. Are the trustees bound to inspect or keep in touch with the institution?

Because of insufficiency of data upon some of these points it was thought unnecessary to tabulate the replies, but the results will be summarized in the commentary upon the table. This applies to the questions of compensation, reimbursement and the method of removal of trustees. All other information is incorporated in the following table. Some explanation of the symbols used therein may not be amiss.

First Column.

When two figures are connected by a plus sign (+) the first figure refers to those trustees who are chosen as trustees, the second to those who are trustees ex-officio.

When two figures are separated by a minus sign (—) it indicates that the trustees must not be less in number than the first figure and not more than the second.

When one figure is preceded by a minus sign (—) it indicates an upper limit to the number of trustees.

When there are two sets of numbers, they refer to the two boards in a bicameral system.

Second Column.

L—life.

Third Column.

A1 —alumni; Bd — board of trustees; nom.—nominating.

Sixth Column.

Seventh Column.

The expression "Everybody?" covers a variety of ambiguous replies in which the writer implied that the question had not been raised but thought that the privilege of attendance or inspection, as the case may be, would not be denied to anyone.

Eighth Column. T — treasurer's report; P — president's report.

Ninth Column. The expression "In practice" is used to record several kinds of replies that are really beside the point as they refer only to moral obligation, such as "They do in practice," "Morally bound," "Goes without saying," "By implication," "Are active," etc.

TABLE I.—THE BOARD OF TRUSTEES.

GROUP I. INSTITUTIONS HAVING LESS THAN 750 STUDENTS.	Number	Term of Office	Selected or Elected by	No. of reg. meet- ings per annum	Quorum	Meetings open to	Records open by	Board publishes	Required to keep in touch with institu- tion
Adelphi				9	Maj.	Nobody	Everybody?		In practice
Allegheny	47+3	24 for 4 yr. 23 for L.	8 by Al.		9	Everybody	Everybody	T. P. in part	In practice
Amherst	—17	5 for 5 yr.	5 by Al. rest by Bd.	3	9	Nobody	Nobody	T	Yes
Barnard	25		1 by Al.		7	Everybody?	Everybody?	T. P.	In practice
Bates	25 15				16 7	Everybody?	Everybody	T. P.	Yes
Beloit	30	3 yr.	3 by Bd. Al. nom. rest by Bd.	4	9	Nobody	Nobody	T. P.	By committee
Boxdoin	7—13 25—45		Bd. { $\frac{1}{2}$ by Bd. $\frac{1}{2}$ by Bd. Al. nom.	1 1	Maj. Maj.				
Bryn Mawr	13 16	Al. 6 yr.	3 by Fac.		Maj.	Nobody		P	
Carleton	22				7	Nobody	Everybody	T	In practice
Case	—30 7	7 yr.	Bd.	12	Maj. 4	Nobody	Nobody	T	Yes
Centre	24	1 yr.	Bd.		16	Faculty Alumni	Faculty Alumni		Yes

TABLE 1.—THE BOARD OF TRUSTEES.—CONTINUED.

GROUP 1. INSTITUTIONS HAVING LESS THAN 750 STUDENTS.	Number	Term of Office	Selected or Elected by	No. of reg. meet- ings per annum	Quorum	Meetings open to	Records open by	Board publishes	Required to keep in touch with institu- tion
Clark College			Bd.						
Clark University			Bd.						
Colby	30	3 yr.	20 by Bd. 10 by Al.		15	Nobody	Everybody?	T. P.	By committee
Colorado College	11-17, +1	6 yr.	Bd.	4	7	Nobody	Nobody	No report	No
Dickinson	50	4 yr.	46 by Bd. 4 by Al.	2	9	Nobody	Everybody?	T	No
Deury	20+1	4 yr.	16 by Bd. 4 by Al.	1	7	Nobody	Everybody?	No report	No
Earlham	15+1	(1) 3 yr.	3 by Al.	3	9	Nobody	Everybody?	T. P.	Yes
Franklin and Marshall	30	10 yr.	(2) 9 by Bd.	1	15				
Franklin (Ind.)	24	3 yr.		4	8	Faculty Alumni	Faculty Alumni	No report	Yes
Goucher	32+1	3 yr.	29 by Bd. 3 by Bd. Al. nom.	1	9				
Hamilton		7 yr.			?	Nobody	Nobody	T	?
Haverford	24+3	3 yr.	Bd.	1	Maj.	Nobody	Nobody	T. P.	Yes
1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10
			17 by Bd. 5 by Al.	2	9	Nobody	Nobody	No report	By committee
Hobart	22+2	5 yr.	Bd.		Maj.	Nobody	Nobody	T	Yes
Knox	24+1		Bd.	4	7	Nobody	Faculty Alumni	No report	No
Lake Forest	15-24, +1	2-8 yr.	Bd.	1	13	Everybody	Everybody	T	Yes
Lawrence	29+1	3 yr.	26 by Bd. 3 by Bd. Al. nom.						
Marietta	19	4 yr.	5 by Al.						
Middlebury	18+1		Bd.		7	Nobody	Everybody?	T, P.	Yes
Millsaps	16+1	6 yr.			Maj.	Nobody	Everybody?	T, P.	Yes
Pomona	—30	5 yr.	Bd.	12	Maj.	Nobody	Faculty Alumni	No report	By committee
Radcliffe	10 30	7 yr. 3 yr.	(3) Bd.		7	Nobody Nobody	Alumni? Faculty?	T, P.	In practice
Rensselaer Poly.	20+1	L	Bd.	4	Varies				
Ripon	23+1	3 yr.	Bd.	1	Maj.	Nobody	Everybody?	No report	In practice
Rochester	24	5 for 5 yr.	19 by Bd. 5 by Al.	1	Maj.	Nobody	Everybody?	T, P.	In practice
Rose Poly.	18		16 by Bd. 2 by Al.		5	Faculty Alumni	Faculty Alumni	T	Yes
Rutgers	33+3	5 for 5 yr. rest L.		4		Nobody	Faculty	No report	
Swarthmore	32	4 yr.	Bd.	4	11	Everybody?	Everybody?	T, P.	In practice
Trinity (Conn.)	12 20	3 for 3 yr.	6 by Bd. Al. nom. { 3 by Al. rest by Bd.	3	Varies	Nobody	Nobody	T, P.	No

TABLE I.—THE BOARD OF TRUSTEES.—CONTINUED.

GROUP 1. INSTITUTIONS HAVING LESS THAN 750 STUDENTS	Number	Term of Office	Selected or Elected by	No. of reg. meet- ings per annum		Quorum	Meetings open to	Records open to inspection by	Board publishes	Required to keep in touch with institu- tion
Trinity (N. C.)						5	Nobody	Everybody?		Yes
Union	19+6	4 for 4 yr. rest L.	4 by AL. rest by Bd.							
Washington and Jefferson						13	Nobody	Everybody	T. P.	In practice
Wells	20					7				
Wesleyan (Conn.)	—55 —	5 yr.	10 by AL. 13 sec (4) rest by Bd.	1		13	Nobody	Nobody	No report	No
William Jewell	—21	3 yr.		1		7	Everybody	Everybody	T. P.	Yes
Williams	11—17	5 for 5 yr. rest L.	5 by AL. rest by Bd.			7	Nobody	Nobody	T. P.	No
Wooster	30+1	3 yr.	18 by AL. (5) 12 by Bd.	2		10	Nobody	Nobody	T. P.	
Worcester Poly.	12—15, +1		1 sec (6) rest by Bd.						T	
1	2	3	4	5	6	7	8	9	10	

GROUP 2.
INSTITUTIONS HAVING
MORE THAN 750
STUDENTS.

	1	2	3	4	5	6	7	8	9	10
			(7)	(7)			Everybody	Everybody?	T. P.	No
Baylor	13			(7)		7	Everybody			No
Boston	10-50		5 yr.	Bd.	3	9				
Brown	36 12				1	Maj. 5 (S)	Nobody	Nobody	No report	No
Bucknell						Maj.	Nobody		No report	No
Chicago	21		3 yr.	Bd.	12	Varies	Nobody	Everybody?	T	No
Coe	30		3 yr.	Bd.	1		Everybody	Everybody?	P	No
Columbia	24		18 for L.	6 by AL. 18 by Bd. 30 by Bd.		Maj.	Nobody	Nobody	No report	Yes
Cornell College	36+1		3 yr.	6 by Bd. AL. nom. 30 by Bd.	2	Maj.	Nobody	Everybody	P	Yes
Cornell University	23		3 for 3 yr.	3 by Fac.		12	Nobody	Nobody	T. P.	
Dartmouth	11+1		5 for 5 yr. rest L.	5 by AL. rest by Bd.					T	
De Pauw	35		4 yr.	4 by AL. 10 by Bd. rest, sec (4)	2	9				
Drake	24+14		24 for 3 yr. 14 for L.	18 by Bd. 6 by Bd. AL. nom.	2	8	Everybody?	Everybody?	T	In practice
Grinnell	-23+1		6 yr.	3 by AL. 20 by Bd.		7	Nobody	Nobody	T	In practice
Harvard	5+2 30+2		L. 6 yr.	Bd. AL.	8	Maj. 9				

TABLE I. THE BOARD OF TRUSTEES. (CONTINUED.)

GROUP 2. INSTITUTIONS HAVING MORE THAN 750 STUDENTS.	Number	Term of Office	Selected or Elected by	No. of reg. meet- ings per annum	Quorum	Meetings open to	Records open by	Board publishes	Required to keep in touch with institu- tion
Johns Hopkins	12+1	L.	Bd.	12	7	Nobody	Nobody	No report	In practice
Leland Stanford	15	10 yr.	Bd.		8	Nobody	Nobody	T. P.	In practice
Mass. Ins. of Tech.	50+1	15 for 5 yr. 35 for L.	15 by Bd. Al. nom. 35 by Bd.	4	9				
Mt. Holyoke	23+1		3 by Al.	3	5	Nobody	Nobody	T. P.	No
New York U.	32	4 yr.	Bd.	4	Varies	Nobody	Faculty	No report	No
Northwestern U.	60	1 yr.	36 by Bd. rest, see (1)	4	9	Nobody	Everybody?	T. P.	Yes
Oberlin	21+1	6 yr.	6 by Al. 18 by Bd.	2	9	Nobody	Faculty	T	No
Pennsylvania	24+1		Bd.						
Pittsburgh	30+2	3 yr.	Bd.	4	9				
Princeton	32	5 for 5 yr. rest L.			9	Nobody	Nobody	No report	No
Smith	15	3 for 6 yr.							
Southern California	30	3 yr.	(4)	12	7				
Syracuse	60	6 yr.	6 by Al. rest, (4)	2	11			T	
Tufts	30		10 by Al.			Nobody	Nobody	T	Yes
Tulane	17+3	L.	Bd.	12	7	Nobody	Nobody	T	No
Vanderbilt	32				17	Nobody	Nobody	T. P.	No
1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10
Vassar	28+1	3 for 6 yr.	3 by Al. 25 by Bd.		9	Nobody	Nobody	T. P.	In practice
Washburn					9	Nobody	Nobody	P.	Yes
Washington U.	14			3	9	Nobody	Nobody	No report	No
Wellesley	15-27, +1	3 for 6 yr. rest L.	3 by Bd. Al. nom. rest by Bd.	4	9	Nobody	Nobody	T.	No
Western Reserve	24	L.	Bd.		13				
Yale	17+2	6 for 6 yr.	6 by Al. rest by Bd.	9	7	Nobody	Nobody	T. P.	
GROUP 3. INSTITUTIONS UNDER STATE CONTROL.									
California	16+7		Governor	11	7	Everybody	Everybody	T. P.	Yes
Colorado	6+1	6 yr.	Public	5				T. P.	
Idaho	5+1	6 yr.	Governor		4	Everybody	Everybody	T. P.	No
Illinois	9+3	6 yr.	Public	4	Maj.	Nobody	Nobody	T.	
Indiana	8	3 yr.	3 by Al. 5, sec (6)	1	5			T.	
Kansas	3	4 yr.	Governor			Nobody	Everybody	T.	Yes
Kentucky	21+3	6 yr.	6 by Al. 15 by Gov.						
Maine	8	1 for 2 yr. 7 for 7 yr.	1 by Gov. Al. nom. 7 by Gov.	2	Maj.	Nobody	Nobody	No report	In practice
Miami	27	9 yr.	Governor	1					
Michigan	8+2	8 yr.	Public		5	Everybody?	Nobody	T.	No

TABLE 1.—THE BOARD OF TRUSTEES. CONTINUED.

GROUP 3. INSTITUTIONS UNDER STATE CONTROL.	Number	Term of Office	Selected or Elected by	No. of reg. meet- ings per annum	Quorum	Meetings open to	Records open to inspection by	Board publishes	Required to keep in touch with institu- tion
Minnesota	9+3	6 yr.	Governor	1		Everybody	Everybody	T. P.	Yes
Missouri	9	6 yr.	Governor				Everybody	T. P.	
Montana	(9)						Everybody	No report	
Nebraska	6		Public		Maj.	Everybody	Everybody	T. P.	In practice
North Dakota	5				Maj.	Everybody	Everybody	T. P.	
Ohio	7	7 yr.	Governor	12	4	Everybody	Everybody	T. P.	Yes
Oklahoma		6 yr.	Governor						
Oregon	10+3	10 yr.	Governor	2					
Pennsylvania State	27+4	3 yr.	9 by AL. 6 by Gov. 12, sec (10)						
Purdue	9	6 yr.	Governor		5	Nobody	Everybody		
Tennessee	12+4	12 yr.	Governor		7				
Texas	10	6 yr.	Governor	4	Maj.	Nobody	Nobody	T. P.	
Utah	14			4	5	Nobody	Faculty	T. P.	In practice
Vermont	9+2				Maj.	Nobody	Everybody	T. P.	Yes
Virginia					Maj.	Nobody	Everybody	T. P.	Yes
Washington					4	Everybody	Everybody	T. P.	No
West Virginia	4+1					Nobody	Everybody	T.	Yes
Wisconsin	(11) 15	6 yr.	Governor	7	Maj.	Everybody	Everybody	T. P.	Yes

NOTES

- (1). The rest are elected by the Friends Conference.
- (2). The rest are elected by German Reformed Synod.
- (3). The Council by Associates.
- (4). Elected by Methodist Conferences.
- (5). All elections are subject to the approval of the Presbyterian Synod.
- (6). Appointed by State Board of Education.
- (7). The Baptist General Convention elects the trustees for an indefinite term and may retire not more than four each year.
- (8). Four trustees and three fellows may transact any business.
- (9). A State Board has control of all the State Educational Institutions.
- (10). Elected by certain agricultural and mechanical societies.
- (11). The number varies, one from each Congressional District and two at large.

TABULAR SUMMARY

NOTE.—In the computation of averages and the reckoning of totals as recorded below, certain conventions were agreed upon: (a) Bicameral systems were omitted; (b) Where the number of trustees was indicated as lying between two limits, the average of the limits was taken; if only the upper limit was given, that number was used; of course, in either case, if the exact number of the present board was known, that number was taken.

a. Number of Institutions in Table.

Group 1. Small institutions.....	48
Group 2. Large institutions.....	36
Group 3. State institutions.....	28
Group 4. Special group.....	12
Total.....	112

b. Average Number of Trustees.

Group 1. Small institutions.....	25.2 (35 institutions)
Group 2. Large institutions.....	28.2 (32 institutions)
Group 3. State institutions.....	11.8 (24 institutions)
Group 4. Special group.....	24.8 (10 institutions)
General average.....	22.8 (91 institutions)

c. Term of Office.

	Life	Mixed	Term.	Average Term	No. having 3-6 year term	No. of Institutions
Group 1. Small institutions.....	1	4	22	4.27	20	27.
Group 2. Large institutions.....	3	6	13	4.62	12	22
Group 3. State institutions.....	0	0	19	6.44	13	19
Group 4. Special group.....	0	1	5	4.4	5	6
Total, or general average.....	4	10	54	5.1	45	68

d. Method of Selection.

	Self-perpetuating entirely	Alumni take some part	No. of Institutions
Group 1. Small institutions.....	13	17	30
Group 2. Large institutions.....	10	13	23
Group 3. State institutions.....	0	4	4
Group 4. Special group.....	4	7	11
Total.....	23	34	57

e. Average Number of Regular Meetings per Annum.

Group 1. Small institutions.....	3.40 (25 institutions)
Group 2. Large institutions.....	5.05 (21 institutions)
Group 3. State institutions.....	4.5 (12 institutions)
Group 4. Special group.....	3.56 (9 institutions)
General average.....	4.23 (58 institutions)

f. Average Quorum Ratio.

Group 1. Small institutions.....	0.38 (24 institutions)
Group 2. Large institutions.....	0.34 (23 institutions)
Group 3. State institutions.....	0.50 (8 institutions)
Group 4. Special group.....	0.36 (7 institutions)
Average ratio.....	0.38 (55 institutions)

g. Meetings Open To—

	Every- body	No- body	Every- body ?	Faculty Alumni	No. of Institutions
Group 1. Small institutions.....	3	29	5	3	40
Group 2. Large institutions.....	2	22	1	0	25
Group 3. State institutions.....	8	9	1	0	18
Group 4. Special group.....	1	10	1	0	12
Total.....	13	60	7	3	83

h. Records Open To—

	Every- body	No- body	Every- body ?	Faculty Alumni	No. of Institutions
Group 1. Small institutions.....	6	13	12	5	36
Group 2. Large institutions.....	1	16	5	2 (Fac.)	24
Group 3. State institutions.....	15	4	0	1 (Fac.)	20
Group 4. Special group.....	1	8	2	1	12
Total.....	22	33	17	8	80

i. Reports Published.

	Treasurer's Report	President's Report	No Report	No. of Institutions
Group 1. Small institutions.....	27	18	9	37
Group 2. Large institutions.....	17	11	7	27
Group 3. State institutions.....	19	14	2	21
Group 4. Special group.....	9	6	2	12
Total.....	63	43	18	85

j. Required to Keep in Touch.

	Yes	No	In Practice	Through Committee	No. of Institutions
Group 1. Small institutions..	14	7	9	5	35
Group 2. Large institutions..	5	13	5	0	23
Group 3. State institutions..	8	3	3	0	14
Group 4. Special group.....	2	5	3	2	12
Total	27	23	17	5	72

COMMENTARY.

Information on all the questions considered is at hand from very few of the institutions. No answers at all could be obtained from eleven of them. This leaves one hundred and twelve to serve as a basis for comparison and generalization.

1. *The Number of Trustees.* There seems to be no connection between the size of the institution and the size of the board of trustees. Two of the largest boards (fifty in each) belong to colleges (Allegheny and Dickinson) which have an attendance of about four hundred students, while Yale has only nineteen trustees, Chicago twenty-one and Columbia twenty-four. The summary shows that the average for the small institutions (25.2) is only three less than that for the large institutions (28.2). Among the former there are twenty-three the boards of which do not exceed twenty-five in number, among the latter sixteen. In the State institutions the average is much lower (11.8), a fact which undoubtedly bears some direct relation to the larger demands as to time and effort made upon the trustees or regents of State institutions, the more strict responsibility imposed upon them, the longer term of office, the larger quorum ratio, the more extended publicity of their meetings and reports, and other special conditions to be mentioned later. Only in this third group is there any real exemplification of President Eliot's ideal of a board of seven. In the privately endowed institutions of groups one and two only Harvard and Case have boards as small as this and in both instances the boards are limited in their powers because of the bicameral system.

2. *The Term of Office.* The life trustee is almost a thing of the past. We have found only four institutions which are completely controlled by trustees holding office for life—Rensselaer Polytechnic, Johns Hopkins, Tulane and Western Reserve. In two others, Bowdoin and Harvard, life tenure is still retained for one member of the bicameral system. Then there are ten institutions where some of the trustees are chosen for life and others only for a term—Allegheny, Rutgers, Union, Williams, Columbia, Dartmouth, Drake, Massachusetts Institute of Technology, Princeton and Wellesley. The mixed system is usually produced by the grafting of alumni representation upon a board originally of life tenure. It may be observed that all these institutions where life trustees still have a place, with the exception of Johns Hopkins, Drake, Massachusetts Institute of Technology and Wellesley, were founded before 1835. On the other hand we find fifty-four colleges and universities in which the trustees are elected for a definite term. However, too much emphasis should not be placed on this point, since many charters and constitutions permit indefinite re-election of term members (in only a few is ineligibility specifically stated) and it seems to be the common practice to re-elect satisfactory trustees for several terms at least or as long as they are willing to serve. There is no reason why this should be objectionable, provided the election each time is really upon the merits of the trustee, and not a mere formality. Efficient trustees may with profit be retained indefinitely if only a system of frequent elections really provides a regularly recurring check upon the maintenance of efficiency. It is worthy of notice that a three to six year term finds favor in over five-eighths of the institutions considered in the summary, and in five-sixths of the institutions which have only term trustees. Again we may perhaps be permitted to point out that our results do not agree with President Eliot's generalization that "in endowed institutions the members of the board usually serve for life." He is referring of course to universities only, but Boston, Chicago, Leland Stanford, New

York, Northwestern, Pittsburgh, Southern California and Syracuse are some of the conspicuous exceptions to his rule.

3. *The Method of Selection.* In eighty-seven institutions, we were able to secure information as to the method of selection of at least some part of the trustees. Usually there are several methods applicable to different groups within the same board. In just about a fourth of the whole number (twenty-three, to be exact) is there a single board which is entirely cooptative. In over a third of them (thirty-four) the alumni take some part, either by nomination or direct election, in the choice of some of the trustees. (See the report on alumni representation below for details.) In such cases the rest of the board is usually self-perpetuating. In denominational colleges, church conferences generally choose some, if not all, of the trustees. The trustees in most of the State universities are, of course, either chosen by popular election or appointed by the governor, though there are a few exceptions, as in Indiana, Kentucky and Pennsylvania State. It is sometimes difficult to express concisely, for tabular purposes, the method by which trustees are chosen, especially when the constitutional or legal choice is a mere formality and the actual *modus operandi* rests upon an unofficial understanding. In connection with this topic, "gentlemen's agreements" are perhaps more frequently encountered than anywhere else. The following situation, described by the president of an eastern college, is by no means unique. "Since the statutes provide that new members of the board of trustees shall be elected by the board, the alumni do not elect the alumni representatives, but they do elect the nominees. The trustees when officially notified of the name of their chosen nominee elect the nominee. * * * The trustees have always elected the nominee of the association." This obviously amounts to election by the alumni, as long as the trustees do not choose the alumni representative from several nominees but always elect the one proposed by the association. It is hard to know whether to enter this in the table as election by the board or as election by the board on the nomination of the alumni or as

election by the alumni. Strictly speaking, it is no one of these. In our endeavor to represent practice as nearly as possible, we called it election of the board on the nomination of the alumni, though we recognized that under the present understanding the board had no choice in the matter.

4. *The Method of Removal of Trustees.* In connection with the preceding inquiry, the committee endeavored to find out in how many institutions undesirable, inefficient or indifferent trustees could be removed from office by any summary method before the expiration of their term. The replies were of too varied a nature to be incorporated into a table easily and concisely, and so are briefly summarized here. In most cases we were informed that trustees ceased to be members of the board only at the expiration of their term or at their death or resignation. Only in thirty-three of the sixty-nine institutions from which we have information on this point does there appear to be any provision by which enforced retirement can be effected in case of necessity. As might be expected, twelve of these were State-controlled universities. Impeachment was the method mentioned in three (Illinois, Michigan and Nebraska), judicial action in one (North Dakota) and removal by the governor in six (Idaho, Ohio State, Purdue, Utah, Wisconsin and West Virginia); the board can remove a member for cause in the University of Washington and in Tennessee the failure to attend three consecutive meetings causes removal ipso facto. This last method of automatic removal for failure to attend meetings is also operative, among private institutions, in Bowdoin and Tufts, while judicial action is specifically provided for in Leland Stanford. The board itself can remove individual trustees, for neglect in Beloit; for absence from a certain number of consecutive meetings in Barnard, Columbia, Franklin and Marshall, Hobart, Mt Holyoke, New York University, Trinity, Rochester and Wesleyan; and for any cause it deems sufficient in Amherst, Bates, Bowdoin, Bucknell, Middlebury, Pomona, Princeton, Tulane and Wellesley. In the by-laws of Drake University it is provided that failure to attend half of the meetings makes a

trustee ineligible to re-election, and at Cornell College trustees are "automatically dropped at end of term for which elected if absent from meetings if not excused." Information on this point is at hand from all the institutions in the special group except Carleton; only in four of them is there any provision for removal save by death, resignation or expiration of term (Mt. Holyoke, Pomona, Trinity and Wesleyan); the details in these instances have already been noted.

5. *The Compensation and Reimbursement of Trustees.* As in the preceding question, the results of this inquiry were not tabulated because the cases that call for attention are very few in number. As far as we could ascertain, trustees are paid for their services in only three institutions—Indiana (a State university where they receive the same pay as the members of the legislature), Miami (a State controlled institution where the trustees receive three dollars a day during their attendance at meetings) and Kansas (here the members of the State board which controls all the State's educational institutions receive \$3,500 a year each). Trustees are reimbursed for their actual expenses while attending meetings at Indiana, Miami, Missouri, Nebraska, Ohio State, Texas and Wisconsin—all of them being institutions under State control.

6. *Number of Regular Meetings Per Annum.* The number of regular meetings required by the constitution varies from one to twelve, the most popular numbers being one and four (fourteen instances of each). If the rules call for only one annual meeting, it is usually held in June, and a prudential or executive committee with large powers acts for the board during the rest of the year. Of course, in all institutions special meetings may be called at the instance of designated groups within the board, or of some officer of the board, or even of the academic head though not a member of the board; still it is of interest to know how often the trustees are bound to meet to consider the welfare of their institution. It is of assistance, too, in estimating the severity of the penalties, described in section four, which in a few cases are, or may be, the result of failure to attend board meetings regularly. Thus

the provision in the Wesleyan by-laws that two successive absences justify removal does not mean so much when we find that only one meeting a year is required of the trustees; a trustee has two years in which to give evidence of his interest in the university before he can be replaced by someone who is ready and willing to serve. Bowdoin has made some improvement upon this, for though the meetings are annual and the trustee still has two chances to appear, his failure to do so effects an automatic removal. The leeway allowed by Mt. Holyoke of three successive meetings and that of four by Trinity are really less liberal than those just referred to, for both these colleges have three regular meetings a year. On the other hand, it appears that Franklin and Marshall, and Rochester insist on the presence of a trustee only once every three years. Hobart, with its allowance of two years and a half is still worse if anything, for the entire term for which a trustee is elected there is only five years. However, perhaps any restrictive provision at all should be commended, when we remember that the great majority of institutions seem to contemplate with equanimity any amount of absentee trusteeship.

7. *The Quorum.* What is of importance here is not the actual number required to constitute a quorum, but the relation which this number bears to the total number of trustees. The general average ratio of 0.38 means, of course, that about two-fifths of the members of a board are required, on the average, to constitute a quorum. The quorum here considered is the quorum necessary for the transaction of ordinary business. Some charters require a special quorum for the transaction of certain affairs, e. g., the election of an academic president or the conveyance of real estate. It is interesting to observe that the average ratio for State institutions is one-half, while that for privately endowed institutions is just slightly over one-third.

8. *Open Meetings.* For the most part, meetings of the board of trustees are not open to anyone not a member, except, naturally, upon special invitation from the board. This is true of sixty of the eighty-three institutions that replied to

this question. The absence of any restriction upon attendance is more noticeable in the State universities than elsewhere, these being responsible for eight of the affirmative answers. However, most of these thirteen "Everybody"s as well as the seven "Everybody?"s should be taken cum grano salis, as expressing the personal opinion of a dean, registrar or secretary rather than actual practice. Obviously the most we can expect of a privately endowed institution is that its charter should extend the privilege of attendance to faculty, alumni or the public; even then the trustees control the situation as practically always they can amend the charter. So it does not mean much to have Baylor answer: "Yes, with certain limitations entirely under the control of board," and we were giving the institution the benefit of the doubt in placing it in the "Everybody" column. And Coe's claim to be included rests on the answer "Not excluded, but never attend." It is not the frequent use of the privilege that is of importance, but its existence in case of need. The three instances where meetings are said to be open to the faculty and alumni, though not to the public, are quite unusual—Centre, Franklin and Rose Polytechnic; all are small institutions. In the special group there are ten unqualified negatives to the question; probably both Coe and Swarthmore should be put down as doubtful. Quite likely most, if not all, of the institutions to which we have assigned an "Everybody?" should have received a "Nobody" but we have tried to be liberal in the interpretation of such answers as "Any orderly and well-disposed person wishing to attend would certainly have the privilege as a rule" and "The meetings are not as a matter of fact ordinarily attended by the public or the alumni or the faculty."

9. *Records of Trustees' Meetings.* It seems that records are uniformly preserved. There is only one negative answer (Maine) in a list of eighty-six. But there is great diversity of practice as to their availability for inspection. Again it is the State institutions that are responsible for most of the replies indicating that the records may be seen by anyone. But both among them and among the private institutions the proportion

of affirmatives to the total number of replies is much larger than in the previous inquiry. Also we believe that the presumption as to the "Everybody?"'s is different here. In all probability the careful answer from Adelphi accurately represents the situation in a large majority of all the institutions in the country: "Question never has come up; constitution makes no provision." But it is often added, as in the reply from Colby, that "there would never be any objection to such inspection, if it were desired," and we have no doubt that this statement is more likely to be true of inspection of the records than of attendance at the meetings. However, even if we make the most generous allowances, it seems we are justified in concluding that the proceedings of the trustees are a closed book in half of our endowed institutions, except insofar as action in special cases may be specifically announced by authority of the board. The faculty or alumni seem to be especially favored with opportunity to inspect records in eight institutions, most of them small ones—Centre, Franklin, Lake Forest, New York University, Oberlin, Pomona, Rose Polytechnic and Utah. They share the privilege with the public in Allegheny, Bates, Cornell College, Carleton, Lawrence, Washington and Jefferson and William Jewell among the privately endowed colleges. Of the institutions in the special group, only Carleton seems to have let down the bars to everybody though the same may possibly be true of Coe and Swarthmore; Pomona permits inspection by faculty and alumni as already stated.

10. *Reports Published by the Board of Trustees.* The importance of this subject can hardly be overestimated. The colleges and universities of this country, whether State institutions or not, perform an indispensable service to the public. Each year they are engaged in training over 200,000 of the future citizens of our country. They are in the nature of public utilities; the public should have some means of finding out what they are doing. It would seem that even if the trustees considered only the constituency of the institution entrusted to their care, they would conceive it to be both duty and good

policy to make a periodical report upon their achievements and thereby justify their claim for continued support. This has already been recognized in many of our best institutions. Out of eighty-five replies, sixty-seven indicate that the board publishes a regular report that is available to the public. This includes all of the special group except Pomona and Wesleyan. The value of these reports depends upon their scope, thoroughness and definiteness. Because qualitative terms of this sort are altogether relative, we could only estimate the value of a particular report, with reference to a standard arbitrarily set up by us to be sure, when we were able to secure a copy of it. A president's "academic survey" sometimes turned out to be an amalgam of glittering generalities and superficialities, an "itemized treasurer's report" nothing more than a very condensed balance sheet or perhaps only a brief statement of expenditures with a large and undetailed General Expenses item. (For further details regarding the treasurer's report see the report of the sub-committee on finance in Part I, pp. 303-305.) In fact the committee has found not infrequently that their definition of "itemized" and their conception of an academic survey did not accord with those of their informant, but in many cases they have been compelled to accept his statements from lack of opportunity to examine the actual reports. It may not be amiss for the committee to suggest that very satisfactory reports, that might well serve as models for most of our colleges and universities are published regularly by Chicago, Leland Stanford and Wellesley among others. Both a president's report and a treasurer's report are issued at seventeen of the small institutions, eight of the large institutions and fourteen of the State institutions, while there are ten in the first group, nine in the second and five in the third that lay claim to a treasurer's report only. Bryn Mawr, Coe, Cornell College and Washburn seem to have only a president's report.

11. *Are the Trustees Bound to Inspect or Keep in Touch with the Institution?* While this was probably the most fruitless inquiry on the above list, still it was in many respects the

most interesting. The character of the replies indicates all too clearly the loose application of the English equitable theory of trusteeship to our educational institutions. Originally the trustee was a person who had "rights which he is bound to exercise in behalf of another or for the accomplishment of some particular purpose." Our college and university trustee then, if the English model were followed, should be bound to exercise the rights vested in him, and is not one of his most important rights that of visiting the institution of which he is in charge to make sure that it is prospering? Consideration of good policy and the welfare of the college or university would appear to demand that trustees should be required to show that they are interested or give way to others who will be interested. But what do we find? Out of seventy-two institutions only twenty-seven impose any such requirement. Naturally the proportion of State institutions in this class is larger than that of any of the other groups. Twenty-three of the replies are frankly negative, and the twenty-two others should probably be so classed for the situation is doubtless the same in all the forty-five—there is no obligation that the trustees inspect or keep in touch; "they do however." (Adelphi.) Obviously they are "morally bound," as we were informed by Allegheny and it is generally assumed that they will feel this obligation—"I suppose this goes without saying." (Barnard). And in most cases very likely "they do." (Carleton, Johns Hopkins, Swarthmore and others). The naive "of course" from Leland Stanford probably represents the understanding of most American educators who have ever thought of the question; "otherwise would they be trustees?" (Franklin). But what sanction is there to this moral obligation? It is particularly noticeable that in almost all the cases where there is no constitutional requirement to inspect or keep in touch there is also no method of summary removal, whether automatic or by the vote of the board. (See section four above.) Unfortunately it is also true that among the twenty-seven institutions where there is reason to believe that indifference on the part of trustees would not be condoned, only a minority

provide any means for carrying their disapproval into effect. It is at least to be hoped that the statement made by one board secretary is true in most instances: "It may be safely said that a trustee who habitually absented himself from the meetings of the board (except under unusual circumstances) and thereby showed lack of interest in the institution, would not be re-elected." In our special group apparently only Amherst and Knox specifically require the trustees to give some signs of their interest, but there seems to be no sanction in Knox; there is contact through a visiting committee in Beloit and Pomona, and the trustees do keep in touch "in practice" in Carleton, Grinnell and Swarthmore.

B. RELATIONS OF THE PRESIDENT TO THE BOARD OF TRUSTEES.

C. RELATIONS OF THE FACULTY TO THE BOARD OF TRUSTEES.

For the sake of convenience both to printer and reader, the tables relating to both these subjects have been combined in one. The method of attack was the same as that already described under the first sub-head. The questionnaires sent out were as follows:

B. The President of the Institution.

1. Is he an ex-officio member of the board of trustees?
2. Does he appoint standing committees of the board?
3. Is he an ex-officio member of the executive committee of the board?

C. The Faculty.

1. How many faculty representatives are there on the board?
2. How are they selected?
3. Term of office?
4. Have they voting power on the board?
5. Are there any specified means of communication between the faculty and the board except through the president?
6. When was faculty representation introduced?

From many charters and constitutions we also obtained much interesting information as to whether the president was acting chairman of the board and as to his membership on other committees than the executive committee, and all of these data as well as the answers to the above questions were incorporated in the tables which follow. It is believed the symbols used are all self-explanatory; XO of course means ex-officio.

TABLE II.—RELATIONS TO THE BOARD OF TRUSTEES OF THE PRESIDENT AND FACULTY.

GROUP 1 INSTITUTIONS HAVING LESS THAN 750 STUDENTS	PRESIDENT						FACULTY		
	Is he a member of the Board?	Is he the pre- siding officer?	Does he appoint standing coun- cillors?	Is he a member of the Execu- tive Commis- sion?	Is he a member of other com- mittees of the Board?	Is it repre- sented upon the Board?	Participation short of rep- resentation implied through presence of faculty mem- bers on	It communi- cates with the Board through	
Adelphi	Yes			Yes		No		{ President	{ Direct presentation
Allegheny	No		No	No	NO some	No		{ Committee	{ Committee
Andover	No		No	No		No		Dean	
Barnard	No		No	No		No			
Bates	No		Yes	No		No			
Beloit	No	No	Yes	NO Chairman		No			
Bowdoin	{ No	{ No	{ Yes	No		Yes (1)			
Bryn Mawr			No	Yes		No	Trustee Committees	Trustee Com.	
Carlton	No		No	No		No		{ President	{ President
Case	No		No	No		No		{ Sec. of Fac.	{ Sec. of Fac.
Centre	No		No	No		No		President	President
Colby	No		No	No		No		President	President
Colorado College	No	No	Yes	No	NO Chairman some	No		President	President
Dickinson	No	No	No	No		No		President	President
Drury	No	No	Yes	No	NO Chairman some	No	Joint Committees		
Earlham	No	No	No	No		Excluded			
Franklin and Marshall	No	No	No	No	NO	No		President	President
Goucher	No		No	No		No		Sec. of Faculty	Sec. of Faculty
Hamilton	No		No	Yes?		No		President	President
Haverford	Yes	No	No	No		No		President	President
Hobart	No	No	No	No		No		President	President
Knox	No		Yes	No		No	Joint Committee		
Lake Forest	No	No	No	Yes		No		Trustee committee	Trustee committee
Lawrence	No		No	No		No			
Marietta	No	No	No	No		No			
Middlebury	No	No	No	No		No			
Hillsaps	No	No	No	No		No			

TABLE II. RELATIONS TO THE BOARD OF TRUSTEES OF THE PRESIDENT AND FACULTY.
(CONTINUED.)

GROUP I INSTITUTIONS HAVING LESS THAN 750 STUDENTS	PRESIDENT				FACULTY			
	Is he a member of the Board?	Is he the pro- siding officer?	Does he appoint standing com- mittees?	Is he a member of the Execu- tive Commit- tee of the Board	Is he a member of other com- mittees of the Board?	Is it represent- ed upon the Board?	Participation short of rep- resentation through presence of faculty mem- bers on	It communi- cates with the Board through
Pomona	Yes	No	No	XO Chairman	XO Chairman some	No	{ Council, 3 members { Associates, 8	{ Faculty Council { Dept. Heads Direct presentation
Radcliffe	XO		No	XO		No		
Reusselcher Poly.		XO	No				{ Board { One member	President
Ripon	XO	XO	Yes	XO	XO some	No		{ President { Direct presentation?
Rochester	Yes		No	No		No		President
Rose Poly.	XO		No	XO		No		{ President { Direct presentation?
Rutgers	XO		Yes	XO		No		President
Swartmore	Yes		No	XO	XO	No		President
Trinity (Conn.)	XO	XO	No	XO		No		President
Trinity (N. C.)	No	XO	No	XO		No	Joint Committee	Sec. of Faculty
Washington and Jefferson Wells	XO		No	No		No		President
Wesleyan (Conn.)	XO	No	No	XO Chairman	XO some	{ Yes, 2 { members No (2)		President
William Jewell	XO	No	No	XO		No		President
Williams	XO		No	XO		No		
Wooster	XO		No	XO	XO some	No		President
Worcester Poly.	XO		No	XO		No		

GROUP 2

INSTITUTIONS HAVING
MORE THAN 750
STUDENTS

1	2	3	4	5	6	7	8	9
Baylor	No	No	No	No		No		President
Boston	No	No	No	No		No		President
Brown	No	No	No	No		No		President
Bucknell	No	No	No	No		No		President
Chicago	No	No	No	No		No		President
Coe	No	No	No	No		No		President
Columbia	No	No	No	No		No		President
Cornell College	No	No	No	No		No		President
Cornell Univ.	No	No	No	No		Yes (3)		President
Dartmouth	No	No	No	No		No		President
De Pauw	No	No	No	No		No		President
Drake	No	No	No	No		No		President
Grinnell	No	No	No	No		No		President
Harvard	No	No	No	No		No		President
Johns Hopkins	No	No	No	No		No		President
Leland Stanford	No	No	No	No		No		President
Mass. Inst. of Tech.	No	No	No	No		No		President
Mt. Holyoke	No	No	No	No		No		President
New York U.	Yes	No	(1)	No		No		President
Northwestern U.	No	No	No	No		No		President
Oberlin	No	No	No	No		No		President
Pennsylvania	No	No	No	No		No		President
Pittsburgh	No	No	No	No		No		President
Princeton	No	No	No	No		No		President
Southern California	No	No	No	No		No		President
Syracuse	No	No	No	No		No		President
Tufts	No	No	No	No		No		President
Tulane	No	No	No	No		No		President
Vanderbilt	No	No	No	No		No		President
Vassar	No	No	No	No		No		President
Washburn	No	No	No	No		No		President
Washington U.	No	No	No	No		No		President
Wellesley	No	No	No	No		No		President
Western Reserve	No	No	No	No		No		President
Yale	No	No	No	No		No		President

TABLE II.—RELATIONS TO THE BOARD OF TRUSTEES OF THE PRESIDENT AND FACULTY.
CONTINUED.

GROUP 3 INSTITUTIONS UNDER STATE CONTROL	PRESIDENT				FACULTY			
	Is he a member of the Board?	Is he the pre- siding officer?	Does he appoint standing com- mittees?	Is he a member of the Execu- tive Commis- sion of the Board?	Is he a member of other com- mittees of the Board?	Is it represent- ative upon the Board?	Participation short of rep- resentation implied through presence of faculty mem- bers on	It communi- cates with the Board through
California	XO	XO	No	XO	XO	No		Faculty Senate President
Colorado	XO	XO	No	XO	XO some	Excluded		
Idaho	No	No	No	XO		No		
Illinois	No	No	No					
Indiana	No	No	No	No		No		President
Kansas	No	No	No					
Kentucky	XO	No	No	No		No		President
Maine	No (6)	No	No	No		No		
Miami	No	No	No	XO		No		
Michigan	XO	XO	No	XO		No		
Minnesota	XO	No	No	XO		No		President
Missouri	No (6)	No		XO		No		
Montana	No	No	No	No		Excluded		President { President { Faculty Council Direct presentation
Nebraska	XO	No	No	No		No		
North Dakota	XO	No	No	No		No		President
Ohio	No	No	No					
Oklahoma	No	No						
Oregon	No (6)	No						
Pennsylv. Ivania State	XO	No						
Purdue	No					No		
Tennessee	XO	No		No				
Texas	XO	No	No					President
Utah	XO	XO	No	No		No	Joint Committee { Board { One member	President
Vermont	XO	XO	No	XO Chairman		No		President
Virginia	XO		No	No		No		President
Washington	No		No	No		No		President
West Virginia	No		No	No		No		President
Wisconsin	XO	No	No	XO	XO	No	Joint Committee	{ President { Direct pres'tation

NOTES

- (1). A committee of three chosen by the faculty from its members for a term of three years may attend all meetings of the board and take part in debate, but without voting power. See Part I., page 282.
- (2). A petition for faculty representation was presented in December, 1916.
- (3). Representatives not to exceed three in number are elected by the faculty for not more than three years as members of the board without voting power.
- (4). Chancellor of the University and the President of the board nominate and the board appoints.
- (5). Ex-officio presiding officer in the absence of the Governor.
- (6). In practice the President attends all meetings and takes part in the discussions.

TABULAR SUMMARY.

a. Number of Institutions in Table Relating to President.

Group 1. Small institutions.....	44
Group 2. Large institutions.....	35
Group 3. State institutions.....	28
Group 4. Special group.....	12
Total.....	107

b. Is the President a Member of the Board?

	XO	Yes	No	No. of Institutions
Group 1. Small institutions..	29	5	6	40
Group 2. Large institutions..	22	1	9	32
Group 3. State institutions ..	12	0	15	27
Group 4. Special group.....	9	2	0	11
Total.....	63	6	30	99

c. Is the President the Presiding Officer of the Board?

	XO	Yes	No	No. of Institutions
Group 1. Small institutions..	6	0	9	15
Group 2. Large institutions..	6	0	16	22
Group 3. State institutions ..	3	0	14	17
Group 4. Special group.....	3	0	3	6
Total.....	15	0	39	54

d. Does the President Appoint Standing Committees of the Board?

	Yes	No	No. of Institutions
Group 1. Small institutions.....	7	32	39
Group 2. Large institutions ..	2	23	25
Group 3. State institutions.....	0	18	18
Group 4. Special group	2	10	12
Total	9	73	82

e. Is the President a Member of the Executive Committee of the Board?

	NO	NO Chairman	Yes	No	No. of Institutions
Group 1. Small institutions.....	24	3	4	8	39
Group 2. Large institutions.....	18	4	0	6	28
Group 3. State institutions.....	7	1	0	9	17
Group 4. Special group.....	6	3	0	2	11
Total.....	49	8	4	23	84

f. Is the President a Member of Other Committees of the Board?

	NO	NO some	No	NO Chairman some	No. of Institutions
Group 1. Small institutions.....	3	4	0	3	10
Group 2. Large institutions.....	4	6	1	0	11
Group 3. State institutions.....	2	1	0	0	3
Group 4. Special group.....	0	3	0	1	4
Total.....	9	11	1	3	24

g. Number of Institutions in Table Relating to Faculty.

Group 1. Small institutions.....	38
Group 2. Large institutions.....	26
Group 3. State institutions.....	23
Group 4. Special group.....	12
Total.....	87

h. Is the Faculty Represented on the Board?

	No	Yes	Excluded	No. of Institutions
Group 1. Small institutions.....	35	2	1	38
Group 2. Large institutions.....	24	1	0	25
Group 3. State institutions.....	18	0	2	20
Group 4. Special group.....	12	0	0	12
Total.....	77	3	3	83

i. Faculty Participation Short of Representation.

	Memb'ship on Board	Memb'ship on Joint Committee	Memb'ship on Trustee Committee	No. of Institutions
Group 1. Small institutions..	2	4	2	8
Group 2. Large institutions..	1	2	2	5
Group 3. State institutions..	1	2	0	3
Group 4. Special group.....	0	2	0	2
Total.....	4	8	4	16

j. Means of Communication Between Faculty and Board.

	President only	Direct Presentation	Faculty Officer or Group	Joint Committee	Trustee Committee	No. of Institutions
Group 1. Small institutions.....	20	3	5	0	1	29
Group 2. Large institutions	15	1	2	1	1	20
Group 3. State institutions	11	2	2	0	0	15
Group 4. Special group	8	0	2	0	0	10
Total.....	46	6	9	1	2	64

COMMENTARY.

1. *Is the President a Member of the Board?* The answer is quickly stated; in almost two-thirds of the ninety-nine institutions from which we have data the president is a trustee ex officio, and there are six other instances in which he is at the present time a member by election. He holds this favorable position in more of the small institutions proportionately than in any other group, and is actually denied it in a majority of the State institutions. In our special group his right to trusteeship is practically unquestioned. Altogether there are twenty-one of the seventy-two endowed institutions in which he "is not by right a full member of the board of trustees," a situation called by President Eliot "an unfortunate arrangement."

2. *Is he the Presiding Officer of the Board?* The results of this inquiry show a much greater divergence from the standard set by the authority just quoted, who affirms without hesitation that the president of a university "should be the presiding officer of the trustees, or other property-holding and controlling board." We have answers from fifty-four institutions and in only fifteen of them does the academic head occupy the chairmanship of the board ex officio; furthermore in no one of the remaining thirty-nine has he been elevated to that position by election, though in quite a few of them he is ex officio a member of the board. The table shows that in this last-mentioned group there are not a few of the best known and most successful institutions in the country. Of

course this does not tend to prove that the president should not be chairman of the board, but merely that an institution can thrive without such an arrangement. In the opinion of the committee, this matter is really of no great importance. Prominent colleges and universities seem to flourish under either plan, and "one-man" institutions can be found in both columns. Probably it is desirable that the academic head should be present at board meetings and take part in the discussions but this could be arranged without giving him the power of presiding, and in fact without even making him a trustee (Maine, Missouri and Oregon). There is a peculiar situation at Pennsylvania, where, if we are correctly informed, the president is not a trustee and yet is ex officio chairman of the board and, as can be seen in the next column, appoints all their standing committees. Princeton has another unusual arrangement, the president being the regular presiding officer only when the governor of the State is absent.

3. *Does He Appoint the Standing Committees of the Board?* "In the board of trustees - - the president should invariably name all committees, never allowing this important function to be usurped by any private member." Such is the imperative rule laid down by the former president of Harvard University, but it has found a very limited acceptance. There are seventy-three positive No's out of eighty-three replies. In only seven of the small institutions and two of the large ones do the trustees permit their chosen academic head to name the important groups through which most of their work is actually done. It may be seen by referring to the following column that in every one of these nine instances (except possibly at Pennsylvania, where the president is not a trustee) the president is ex officio member, and sometimes chairman, of the important executive committee of the board. In New York University we find the unique provision that the chancellor of the university and the president of the trustees shall jointly nominate the standing committees, the board electing; but the chancellor does not suffer much from this half-way measure, for he is ex officio chair-

man of the executive committee and ex officio member of other committees.

4. *The President's Membership Upon Trustee Committees.* This is by far the most important question considered in connection with the president. It is invariably true that, when legislative and administrative matters are delegated to a more or less numerous group, the real work is done, policies are determined, innovations made, or vegetation risked in the smaller committees, and if these may be dominated by a single person in close touch with administrative details, it is a far from remote probability that a "one-man" institution will be the result. Indeed the president may become very powerful, if he is an ex officio member of the executive or prudential, committee, for this committee is the board during the greater part of each year. Still if the president is not upon this committee, it is undoubtedly necessary that he should be in close touch with it at all times, unless he is to have almost unlimited power himself. The problem is to reconcile this need with the afore-mentioned danger.

We should consider the facts tabulated in the next two columns together. Information is available from eighty-five institutions. In nine instances the president is ex officio member of all standing committees of the board. Excluding these nine, there are forty-eight replies stating that he is ex officio member of the executive committee. This means, of course, that by virtue of his position he is member of that important committee in fifty-seven of the eighty-five institutions in question. In addition he is at present a member of the same committee either by election or appointment in four other cases, making a total of sixty-one. Furthermore there are still three more institutions where he is ex officio a member of other committees though not a member of the executive committee. All in all, the president has an opportunity to exercise a direct and immediate influence upon trustee committees in three-fourths of the institutions in this list. It is a not inconsiderable counter-balance to his lack of power to appoint standing committees. Only in twenty-one institutions is it

clearly stated that he is not a member of the executive committee, and nine of these are State universities, while two of the endowed institutions give him ex officio membership upon other committees. In the case of Leland Stanford alone have we the definite statement that the president is not a member of any trustee committees. In nine of the colleges in our special group he is ex officio member of the executive committee, and in one of the remaining three is ex officio member of other committees.

In the light of the foregoing discussion it is evident that the reconciliation mentioned above has not been seriously attempted in many of our institutions of higher learning. For the sake of convenience the trustees have, for the most part, adopted the policy of allowing the president to be their guide in practically all administrative matters, necessarily granting to him very large powers, and trusting that he will not yield to the unparalleled temptation to establish autocratic government. Most likely this has all been for the best, as long as educators are conspicuously absent from the governing boards of so many of our educational institutions, but a solution so pregnant with potential harm should surely not be regarded as permanent.

5. *Faculty Representation Upon the Board of Trustees.*

It has often been asserted in recent years that the "democratization" of the American college was in process of accomplishment. Apparently what is meant is that there are many evidences of an attempt to bring about unrestricted cooperation between trustees, president and faculty. Usually this involves a considerable curtailment of the powers of the president and an even larger extension of the powers of the faculty. It is a compromise between the theory that the principles of administration applied to industrial enterprises are equally applicable to educational institutions, and the English system where the faculty are their own trustees. In Oxford and Cambridge, the corporate body of fellows is the college; in the larger university, they share the powers of government with those who have received the M. A. and certain other degrees, that is with

a limited group of what we call the alumni. In most American institutions the corporate body of trustees is the college, and the members of the faculty are merely employes to be engaged and dismissed at will. The theory of the modern compromise is that the faculty are not to be regarded as employes but as appointees, bearing much the same relation to the trustees as the judges of the Supreme Court do to the President, and exercising jurisdiction over a large and well-defined field of administration.

"Hopeless beyond any possibility of redemption, the board that does not know that while they may govern, they cannot administer, the university. That belongs to the faculty, and to the faculty alone." Such was the opinion of President Craighead, expressed in the N. E. A. convention of 1913.* The efforts to find a compromise which would prevent the regrettable exodus of first-class men from the teaching profession have brought forth three plans. The first is that apparently contemplated in the opinion just quoted. The immediate administration of academic matters is to be placed in the hands of the faculty. They are primarily responsible for the budget, the curriculum, appointments, promotions, dismissals, salaries and similar matters. The extent to which this plan has been adopted has been set forth in the first part of this report, pp. 280-287.

The investigation of this sub-committee is concerned chiefly with the second plan, which in theory is comparatively recent and in practice is still a novelty—the admission of faculty members to regular membership upon the board of trustees. It is five years since President Schurman recommended to the trustees of Cornell University that they grant faculty representation upon their board.** He pointed out that American professors occupied a position altogether inferior to that occupied so successfully by the scholars and scientists of England and Germany, and pleaded for "a new application of the principle of representative government. The faculty is

* Report of the Proceedings of the N. E. A. in 1913, p. 505.

**For that part of his report dealing with faculty representation, see *Science* (N. S.) XXXVI, 703-707.

essentially the university; yet in the governing boards of American universities the faculty is without representation. The only ultimately satisfactory solution of the problem of the government of American universities is the concession to the professoriate of representation in the board of trustees or regents, and these representatives of the intellectuality which is the real life of the university must not be mere ornamental figures; they should be granted an active share in the routine administration of the institution." In that period of time only one university and one college have seen fit to follow his unorthodox suggestion. After long consideration, a committee of the trustees of Cornell University recommended to the board that they adopt President Schurman's plan with certain modifications.* This recommendation was approved by the board on April 29, 1916,** and faculty representatives were promptly elected to meet with the board in June. This Magna Charta of Cornell, as *The Boston Transcript* calls it, puts the scheme on trial; it is limited to three years and its permanence will evidently depend upon whether it justifies itself in that time. This was one of the important modifications imposed by the trustees upon the original plan; they also refused to permit the newcomers to have the voting power. Practically the same arrangement was adopted at Bryn Mawr in the autumn of 1916. A petition for faculty representation was presented to the trustees at Williams in December, 1916, but, as far as we know, has not been acted upon. At William Jewell it appears there are at present two members of the faculty upon the board without restriction as to voting power, presumably the result of election by the trustees themselves. This of course is not faculty representation by any means, if our presumption is correct. We have recorded it as full representation in the table because it was claimed as such in the reply to our questionnaire, but feel some doubt as to the correctness of this. It is easy to misinterpret temporary and

* For the details of the revised plan, see *School and Society*, III, 247-249.

**See *School and Society*, IV, 20.

fortuitous membership on a board as regular representation, as we discovered in investigating alumni representation. For example Duggan claims faculty representation for Ripon,* whereas our reply explains clearly that one member of the faculty was recently elected as a regular trustee "by accident as connected with campaign, not as faculty representative," and that there is no "constitutional provision for such" representatives. The same situation existed, at the time when our questionnaire was returned, at Radcliffe, Washburn and Vermont. As an institution, this precarious membership with full voting power is decidedly inferior to the Cornell plan. It is the right to be present at board meetings, and to present the faculty viewpoint there, that is the all-important element. For the same reason, the ratio of representation is unimportant in this connection. It is interesting to note that in three cases, two of which are State universities, it is expressly stated that faculty members are ineligible to the board of trustees. Williams is the only college in our special group that has taken any steps towards faculty representation.

The third plan for bringing about a closer cooperation between trustees and faculty is to associate members of both groups upon the same committees. Thus professors may be regularly appointed to serve on certain trustee committees, as at Bowdoin (Committee on Art Interests and Committee on Grounds and Buildings), Middlebury (?), Oberlin** (Prudential Committee) and Syracuse (Library Committee). Or, what amounts to the same thing, there may be certain joint committees of trustees and faculty, as at Amherst (Committee on Honorary Degrees), Earlham (Committee on Campus and Committee on Employment of Students), Lawrence (Committee of trustees, faculty and alumni to make recommendations to the board), Princeton (Conference Committee), Trinity

* In *School and Society*, IV, 231.

** For a full explanation of the joint committee plan at Oberlin, see an article by M. M. Metcalf in *School and Society*, III, 635-638. A description of the very interesting joint committee in operation at Reed College is given by President Foster in *School and Society*, III, 594-599.

(Conn.) (Joint Educational Committee), Utah (Faculty Relations Committee), Wellesley (Committee on Development of College Grounds) and Wisconsin (Regent-Faculty Committee)*.

We wonder if it is altogether coincidental that in every one of the institutions where any one of the above-mentioned democratizing plans has been put into operation, with the exception of the State universities and Ripon and William Jewell (two cases of fortuitous faculty membership), alumni representation has also been admitted by the board.

Before leaving this subject, we wish to make it clear that we recognize the possibility of a democratic administration even without these formal indicia of its presence. We hope and believe that the situation described by the following communication is not unique. "It would seem, then, that the faculty did not have much to do with the administration of the college. As a matter of fact, however, President ——— has made it his policy not to make an appointment and not to make any recommendation to the Boards without the approval of his faculty. When there are vacancies in his faculty, he calls together for consultation the permanent officers of the college and abides by their advice. The same thing is true in regard to matters of policy. I have not known of a single instance where the Boards have refused to abide by the decision of the faculty on matters of educational policy. All this is to show you that without the legal necessity of consulting the faculty, both the President and the Boards keep in constant touch with us."

6. *Method of Communication Between the Faculty and Trustees.* It is, no doubt, common knowledge that the president of an academic institution is the usual medium of communication between the faculty and the trustees. But it is worth while to ascertain whether he is the only possible medium; for such a system strongly favors the development of autocracy and its attendant secrecy. That the need of a means

* A standing joint committee has recently been appointed at Dartmouth. See *School and Society*, V, 745-747.

of direct communication is, occasionally, a real need may be seen from replies like the following (from a college in the middle west): "The faculty have no way of getting in touch with the board except through the president, and it is very difficult for them to get their views on college policies properly represented to the board. There seems to be some reason for thinking that the board has not always desired to know the views of the faculty." In response to our question whether there was any specified means of communication other than the president, we got one laconic and rather rueful reply: "Unfortunately not."

We have information on this point from about half of the institutions interrogated, an unusually small proportion. Probably the question has not arisen in many cases; where there is harmonious cooperation between faculty and president, the necessity for such communication as we are considering would be rare. Next to the president, the most common means of communication is through some faculty officer or group—the dean, department heads, the secretary of the faculty, or the faculty council or senate. In six cases it was claimed that direct presentation was possible. Of course where faculty representation exists, direct communication would be assured, and probably the same is true where there are joint committees of faculty and trustees. Including these cases we get a total of twenty-six institutions in which we have reason to believe that the faculty can get their viewpoint before the board of trustees without the intermediation of the president. Five of these are State universities; three are in the special group—Amherst, Pomona and Trinity. Of the twenty-one endowed institutions in this list of twenty-six, eighteen have alumni representation; the three others are Adelphi, Middlebury and Washington University, and we are not sure that the last of these does not have alumni representation.

D. RELATIONS OF THE ALUMNI TO THE BOARD OF TRUSTEES OR ADMINISTRATION.

The following questionnaire was sent out:

1. Are there alumni representatives on your board of trustees?
2. If so, are they selected by
 - (a) Direct election by the alumni?
 - (b) Nomination by the alumni and election by the board?
3. What is their term?
4. Must the representative be an alumnus (of — years' standing)?
5. Must the electors be alumni (of — years' standing)?
6. Do the alumni participate in administration otherwise than by membership in the board?
7. When was the representation or participation introduced?

Most of the information contained in the following table was received in response to these questionnaires; the charters and by-laws of many of our colleges do not even recognize the existence of the alumni by name. The entries in the table are, we think, self-explanatory. Note that in column one the numerator always indicates the number of alumni trustees legally provided for, the denominator the total number of trustees; i. e., the fraction is never reduced to lower terms.

TABLE III. RELATIONS OF THE ALUMNI TO THE BOARD OF TRUSTEES OR ADMINISTRATION.

GROUP I. INSTITUTIONS HAVING LESS THAN 750 STUDENTS	Ratio of Alumni rep- resentation	Term of office in years	Elected by	(Qualifications of representa- tives)	(Qualifications of nominat- ors or electors)	Number of Alumni on the Board	Other adminis- trative par- ticipation	Date of found- ing of Insti- tution	Date of intro- duction of Alumni representation	Period before introduction
Adelphi	0	4	Bd. Al. nom.	Al. 15 yr.	Al. 1 yr.		None	1896	1910	95
Allegheny	8/50	5	Al.		Al. 3 yr.		None	1815	1871	50
Anaherst	5/17	4	Al. Bd. appr.	Al.	Al.	4	Adv. Council	1821	1898	9
Barnard	1/25	5	Bd. Al. nom.			12	Stud. Act.	1889		
Bates	2/15	3	Al.				Adv. Council	1864		
Beloit	3/30	3	Al.				Adv. Council	1846		
Bowdoin	20/40 (1)	Life	Bd. Al. nom.	Al. 5 yr.	Al. 1 yr.	4	None	1794	1898	104
Bryn Mawr	2/16	6	Bd. Al. nom.		Al. 5 yr.		None	1880	1906	26
Carleton	?		Bd.				None	1866		
Case	{5/22 1/7}		{Bd. Bd.					1881	{1902 1910}	{21 29}
Clark College						1		1902		
Clark University						1		1889		
Colby	10/30	3	Al.	None	None		None		1906?	
Colorado College	0/18					2	Stud. Act.	1874		
Dickinson	4/50	4	Al.	Al. 5 yr.	(2)		None	1783	1890	107
Drury	4/20	4	Bd. Al. nom.	None	None	5	None	1873	1913	40
Earlham	3/16	3	Al.	Al.	Al.		None	1847	1915	68
Franklin (Ind.)						?	None	1834		
Goucher	3/33	3	Bd. Al. nom.			4	None	1885	1891	9
Hamilton	?		Al?				None			
Haverford						24	None	1833	1874	52
Hobart	5/22	5	Al.	Al. 5 yr.	Al. 3 yr.		None	1822		
Knox						?		1837		
Lake Forest	3/21	3	Al.	Al. 10 yr.	None	4	Adv. Council	1857	1902	45
Lawrence	3/30	3	Bd. Al. nom.	Al. 3 yr.	Al. 3 yr.		Adv. Council	1847		
Marietta	5/19	4	Al.					1835		
Middlebury	0/19					17	None	1800		
Millsaps	0/17					?	None	1892		
Pomona	3/25		Bd.			3	Adv. Council	1887	1901	17

TABLE III.—RELATIONS OF THE ALUMNI TO THE BOARD OF TRUSTEES
OR ADMINISTRATION.—(CONTINUED).

GROUP 1. INSTITUTIONS HAVING LESS THAN 750 STUDENTS	Ratio of Alumni rep- resentation	Term of office in years	Elected by	Qualifications of represent- atives	Qualifications of nominat- ors or electors	Number of Alumni on the Board	Other adminis- trative par- ticipation	Date of found- ing of insti- tution.	Date of introduc- tion of Alumni representation	Period before introduction
Radcliffe	3/30	6	Bd. Al. nom.	None	None	4		1879	1895	16
Ripon							None	1849		
Rochester	5/24	5	Al.	None	Al. 4 yr.	16		1850	1914	64
Rose Poly.	2/1	2	Al.	None	Al. 1 yr.	4		1871	1899	28
Rutgers	5/36	5	Bd. Al. nom.	None	Al. 5 yr.		Adv. Council	1766		
Swarthmore						Mag.	None	1864		
Trinity (Conn.)	2/20	3	Al.	Al. 5 yr.	Al.		(3)	1823	1883	60
Trinity (N. C.)	?		Al. Bd. nom.	None	None		Stud. Act.	1822	1890	68
Union	4/25	4	Al.					1795		
Wash. and Jefferson	5/33	3	Bd. Al. nom.	None	Al. 3 yr.		None	1802	1910	108
Wesleyan (Conn.)	10/55	5	Al.			6	Adv. Council	1831	1896	65
William Jewell	0/21						None	1849		
Williams	5/16	5	Al. Bd. appr.	None	None		None	1793	1868	75
Wooster	6/31	3	(4)	Al.	Al.	5	None	1868	1895	27
Worcester Poly.	0/14							1865		
GROUP 2.										
INSTITUTIONS HAVING MORE THAN 750 STUDENTS.										
Baylor	0/13					7	None	1845		
Boston	0/30							1869		
Brown	12/30	5	Bd. Al. nom.	None	Al. 3 yr.			1764		
Bucknell	?		Al. Bd. appr.		None		Adv. Council	1846		

1 2 3 4 5 6 7 8 9 10 11

1	2	3	4	5	6	7	8	9	10	11
Chicago.....	1/25		Bd.			1	Stud. Act.	1892	1914	22
Coe.....	0/30	6	Bd. Al. nom.	Al. 10 yr.		7	None	1881		
Columbia.....	6/24	3	Bd. Al. nom.	Al.			None	1754	1874	21
Cornell College.....	6/37	5	Al.	Al.	Al.		None	1853		
Cornell Univ.....	7/23	5	Al.				None	1865		
Dartmouth.....	5/12	5	Al.				Adv. Council	1769		
De Pauw.....	4/35	4	Al.					1837		
Drake.....	6/24	3	Bd. Al. nom.	None	None	17	None	1881	1886	5-9
Grimell.....	3/24	6	Al.	None	Al. 1 yr.	15	Adv. Council	1847	1890	66
Harvard.....	30/32 (1)	6	Al.	None	Al. 5 yr.			1636	1866	230
Johns Hopkins.....						3	Adv. Council	1876		
Leland Stanford.....						2		1891		
Mass. Inst. of Tech.	0/15	5	Al. Bd. appr.		Al. 5 yr.	?		1861		
Mt. Holyoke.....	15/54	6	Bd. Al. nom.	Al. 10 yr.	Al.		None	1837	1892	55
New York Univ.	3/24						None	1831		
Northwestern U.	0/32									
Oberlin.....	0/60	6	Al.	Al.		?				
Pennsylvania.....	6/25					21	None	1833	1892	59
Princeton.....	(5)					(5)		1740		
Smith.....	5/32	5	Al.	Al. 10 yr.	Al. 3 yr.	4	None	1745	1900	155
Southern Calif.....	3/15	6	Bd. Al. nom.					1871	1889	18
Southern Calif.....	2/30?		Bd?			6		1880		
Syracuse.....	6/60	6	Al.	Al. 5 yr.		22	None	1870	1872	21
Tufts.....	10/30	5	Al.	Al. 10 yr.	Al. 5 yr.	?	None	1852	1907	55
Tulane.....	0/20					10		1831		
Vanderbilt.....	0/32					23	None	1872		
Vassar.....	3/30	6	Al.	Al. 10 yr.	Al. 2 yr.	4		1861	1887	26
Washburn.....	?	3	Bd. Al. nom.	None			None	1865		
Wash. Univ.						?	None	1853		
Wellesley.....	3/24	6	Bd. Al. nom.	Al. 7 yr.	Al. 3 yr.	6	Adv. Council	1875	1892	17
Western Reserve.....	0/21					5		1826		
Yale.....	6/19	6	Al.	Al. 5 yr.	Al. 5 yr.		Adv. Council	1701		

TABLE III. RELATIONS OF THE ALUMNI TO THE BOARD OF TRUSTEES
OR ADMINISTRATION. — CONTINUED.

GROUP 3. INSTITUTIONS UNDER STATE CONTROL.	Ratio of Alumni rep- resentation	Term of office in years	Elected by	Qualifications of representa- tives	Qualifications of nominat- ors or electors	Number of Alumni on the Board	Other adminis- trative par- ticipation	Date of found- ing of Insti- tution	Date of introduc- tion of Alumni representation	Period before introduction
California	0/23						None	1860		
Idaho	0/6					0		1889		
Illinois	0/12					6		1867		
Indiana	3/8	3	Al.		Al.			1820		
Kansas								1866		
Kentucky	6/24	6	Al.			1	Adv. Council	1866		
Maine	1/8	2	Governor Al. nom.	Al.	Al.	4	None	1868	1883	15
Miami	0/27					19		1869		
Michigan	0/10					8		1837		
Minnesota						1		1869		
Nebraska			Governor			2	(6)	1863		
N. Dakota	2/5					1	None	1872		
Ohio	0/7					2	None	1883		
Oklahoma	0							1892		
Pennsylvania	9/31	3	Al.					1855		
Purdue	1/9	6	Governor Al. nom.					1869		
Tennessee	4/16	12	Governor	Al.				1791		
Texas	0/10					0		1881		
Utah	0/14					?		1850		
Vermont	4/9		Bd. Al. nom.	Al.	Al. 3 yr.	?	None	1791		
Virginia	0					1	None	1819		
Washington	0							1861		
W. Virginia	0/5							1867		
Wisconsin	0/15						(7)	1848		

NOTES

- (1). Board of Overseers
- (2). "Matriulates only, after leaving college."
- (3). Alumni nominate six of twelve fellows who are the official examiners of the college.
- (4). Nomination by the Alumni and election by the Presbyterian Synod
- (5). "Practically all of the board are Alumni of the University. . . . Recently, action was taken by the board which to all intents and purposes gives the Alumni power to fill all vacancies."
- (6). The President of the Alumni Association has permission to, and frequently does, sit and confer with the Board of Trustees.
- (7). Alumni choose four out of twelve Visitors to co-operate with the Regents.

TABULAR SUMMARY

a. Number of Institutions in Table.

Group 1. Small institutions.....	44
Group 2. Large institutions.....	35
Group 3. State institutions.....	24
Group 4. Special groups.....	12
Total.....	103

b. Average Ratio of Alumni Representation.

Group 1. Small institutions.....	0.17 (25 institutions)
Group 2. Large institutions.....	0.24 (20 institutions)
Group 3. State institutions.....	0.26 (7 institutions)
Group 4. Special group.....	0.17 (8 institutions)
General average.....	0.21 (52 institutions)

c. Average Term of Office.

Group 1. Small institutions.....	4.0 (25 institutions)
Group 2. Large institutions.....	5.2 (20 institutions)
Group 3. State institutions.....	5.3 (6 institutions)
Group 4. Special group.....	4.7 (7 institutions)
General average.....	4.6 (51 institutions)

d. Elected By—

	Alumni	Board, Alumni Nom.	Alumni Board Appr.	Board	Governor	Governor, Alumni Nom.	Other Methods	No. of Institutions
Group 1. Small institutions.....	14	10	2	2	0	0	2	30
Group 2. Large institutions.....	11	8	2	2	0	0	0	23
Group 3. State institutions.....	3	1	0	0	2	2	0	8
Group 4. Special group.....	5	1	1	2	0	0	0	9
Total.....	28	19	4	4	2	2	2	61

e. Qualifications of Representatives.

	Must be Alumni	Must be Alumni of 1-3 yrs. stand- ing	Must be Alumni of more than 3 yrs. standing	None	No. of Institutions
Group 1. Small institutions..	4	5	2	8	19
Group 2. Large institutions..	3	2	6	5	16
Group 3. State institutions ..	3	0	0	0	3
Group 4. Special group.....	0	1	1	3	5
Total	10	7	8	13	38

f. Qualifications of Nominators or Electors.

	Must be Alumni	Must be Alumni of 1 yrs. stand- ing	Must be Alumni of 2 or more yrs. standing	None	No. of Institutions
Group 1. Small institutions..	5	3	7	6	21
Group 2. Large institutions..	3	1	8	2	14
Group 3. State institutions ..	2	0	1	0	3
Group 4. Special group.....	2	1	2	1	6
Total	10	4	16	8	38

g. Alumni Membership on the Board.

	At least one-half of trustees are alumni	At least one-fourth of trustees are alumni	Ave. ratio of alumni member- ship	No. of Institutions
Group 1. Small institutions....	5	8	0.28	32
Group 2. Large institutions....	8	9	0.36	26
Group 3. State institutions	4	6	0.41	11
Group 4. Special group.....	2	3	0.23	9
Total, or general average..	17	23	0.33	69

h. Other Administrative Participation.

	None	Advisory Council	Student Activities	Other Forms	No. of Institutions
Group 1. Small institutions..	21	8	3	1	33
Group 2. Large institutions..	14	6	1	0	21
Group 3. State institutions ..	6	1	0	2	9
Group 4. Special group.....	5	5	0	1	11
Total	41	15	4	3	63

i. Date of Introduction of Alumni Representation.

	Before 1876	1877- 1886	1887- 1896	1897- 1906	1907- 1916	No. of Institu- tions
Group 1. Small institutions.....	3	1	6	9	5	24
Group 2. Large institutions.....	3	0	6	1	3	13
Group 3. State institutions.....	0	1	0	0	0	1
Group 4. Special group.....	2	1	2	1	1	7
Total.....	6	2	12	10	8	38

COMMENTARY.

Faculty representation as an institution is still on the defensive. On the other hand, alumni representation has passed well beyond the propagandist stage; it is the rule rather than the exception. It ceased to be a novelty many years ago. The alumni have participated in legislative activity and administration at Harvard since 1866. Furthermore it has been a real sharing of government with the trustees, for the alumni elect thirty of the thirty-two members of the board of Overseers, a board coordinate in powers with the board of trustees. "All important appointments within the university" and "all statutes or standing votes affecting general policies of the university" must be approved by the Overseers.* Obviously this device is inapplicable to the unicameral system which prevails in the American academic world. By way of substitute, the alumni are permitted to have a part in the selection of a certain number of alumni trustees, who usually differ from regular trustees only in the length of term, if at all. The first college on our list to put this into practice was Williams, where it dates from 1868. Amherst adopted it soon after, in 1871. Since then it has spread to all parts of the United States. However it is still more popular in the East than in the West; approximately four-fifths of the better known institutions east of the Mississippi River have thus enlisted the interest and abilities of their alumni, and only about half of those to the west of the same line. Even in the State

* For a full account of the nature and functions of this unusual board the reader is referred to Chas. W. Elliot's "University Administration," pp. 48 ff.

universities alumni representation has found a place, specifically provided for by statute, and in not a few places, especially in the East, the governor and people have voluntarily selected alumni to act as trustees or regents. Prof. H. E. Burton, in his report to the trustees of Dartmouth,* criticises western universities because "in general there is no effort to secure the services of graduates of the institution, a situation that is somewhat surprising to an eastern college man."

The desirability of alumni representation does not seem to be seriously questioned. Not only do we know of no instance where it has been abolished after once being introduced, but we actually know of several cases where its successful operation promises to result in almost a complete alumnization of the board, or at any rate a board under the control of an alumni majority. Occasionally we were favored with the old fallacy that the board of trustees always represents the alumni anyway for "the Alumni Association can make recommendations to the Board whenever they desire to—and any alumnus can do this, and the Board always considers wishes of alumni." (William Jewell). This is the sort of representation the American colonies enjoyed before the Revolution. Let us point out, too, that we do not consider it representation when "the alumni have a very large representation in that it is customary to elect members so far as possible from the graduates." (Worcester Polytechnic Institute). Because some of our informants may have failed in this way to distinguish between representation and membership our table may be inaccurate in the case of a few institutions; to the best of our ability, we have credited alumni representation to an institution only when there is a definite requirement that a certain number of alumni be selected as trustees at regular intervals. Of course it is a very feeble form of representation when the alumni do not have some control over the choice of every "alumni" trustee, but we could scarcely say that there was not alumni representation in such cases.

* Aspects of College and University Administration (1916).

1. *The Ratio of Alumni Representation.* It is evident that the influence of the alumni representatives on the board of trustees is to be measured, not by the actual number of those representatives, but by the ratio of that number to the whole number of trustees. Unfortunately we have not been able to ascertain that ratio in all cases where we know that alumni representation exists. We have information as to the existence of such representation from seventy privately endowed institutions and twenty-one State institutions. In the first of these two groups there are forty-nine instances of alumni representation, fifteen instances where it is clearly negatived and six doubtful cases. We know the ratio of representation in forty-five institutions and find that the average ratio is almost exactly 0.2; the Tabular Summary shows that it is somewhat larger for the large institutions than for the small institutions. Curiously enough, it is larger for the State institutions than for either, and this brings up the general average to 0.21. If we omit from the computation several abnormally high and abnormally low ratios, we get an average for the small institutions of 0.19 (omitting Barnard, Dickinson and Goucher) and for the large institutions of 0.21 (omitting Chicago, Dartmouth, Harvard and Southern California). So we may fairly conclude that on the average, where alumni representation has been introduced, the alumni trustees make up one-fifth of the whole board. We may observe in passing that the Harvard scheme so cordially commended by President Eliot finds no imitators among other bicameral institutions. Perhaps Bowdoin is developing in that direction with its fifty per cent representation upon the Board of Overseers, but the Case School of Applied Science has taken a new tack by introducing a more limited representation upon both boards. It is almost needless to point out that the Harvard system gives the alumni a much more effective control.

2. *The Term of Office.* There is nothing of unusual interest to record here. The term of alumni trustees is the same as that of other trustees when the latter is limited. Where the life trustee still exists, alumni trustees are usually elected

for a term only. Bowdoin is a curious exception to this, with its life tenure for alumni members of the board of Overseers. Maine is unique, too, with its special two-year term for the trustee nominated by the alumni and appointed by the governor, while other trustees serve for seven years.

3. *Method of Selection.* The most common method of choosing alumni representatives is direct election by the alumni. This exists in twenty-eight of the sixty-one institutions where the method has been ascertained by us. Nomination by the alumni and election by the board comes next with a list of nineteen. Often this method has been adopted because a state statute or a constitution difficult of amendment required that all trustees be elected by the board; while in practice nominations for the exact number of places to be filled by the alumni are always accepted by the board. Sometimes there is a formal agreement to this effect, sometimes the most that can be said is that "the board is morally bound to elect the men chosen by the alumni." (Bowdoin). There seem to be very few cases where the number of nominees exceeds the number of trustees to be selected, so that the board actually has some choice in the matter. Practically it amounts to election by the alumni in most, if not all, of the nineteen institutions where this technically unstable and irregular method of selection is found. The same may probably be said of the four instances of election by the alumni subject to the approval of the board. If our information is correct, there is a peculiar arrangement at Trinity (N. C.), where the board nominates and the alumni elect. This is little, if any, better than election by the board, the method employed at Carleton, Chicago, Case, Pomona and possibly Southern California. Alumni representation at the mercy of a board election is a misuse of the term. Almost never would a reactionary board have any difficulty in finding among several hundred alumni a few who would be entirely under the thumbs of those who elected them, and who would actually represent only the most insignificant minority of the graduate body. We were surprised to discover that of the eight State universities that pro-

vide for regular alumni trustees three delegate the choice of such trustees to the alumni and three more require a selection from alumni nominees.

4. *Qualifications of Representatives and Electors.* We have answers here from only forty-four places, thirty-eight dealing with representatives and thirty-nine with electors. Seven institutions reply definitely that there are no stated requirements for either. Six others impose no qualifications upon the representatives, ten are satisfied if he is an alumnus at all, one requires an alumnus standing of three years, six of five years, one of seven years, six of ten years and one of fifteen years. Among the thirty which require some qualification of the electors (or nominators), ten are content with graduation, four call for one year's standing, one for two years,' eight for three years,' one for four years' and six for five years.' It is notable that in six instances we have the imposition of requirements upon the electors without any such restriction (to our knowledge) upon the eligibility of the representatives. Perhaps this indicates an assurance that the alumni who vote will exercise a wise discretion in their selection. Dickinson has the extremely liberal provision that any matriculate who is no longer in college may vote for alumni trustees; the candidacy, however, is protected by a five years' standing clause. No connection seems to exist between the severity of the requirements imposed and the method of selection or the year when the representation was introduced.

5. *Number of Alumni Upon the Board.* In the absence of any provision for alumni representation, there may be some graduates upon the governing board of an institution, elected as regular trustees. Then again, when alumni representation exists, it is quite possible that there are more than the required number of alumni trustees upon the board. It is impossible to draw any positive conclusions from the first case. Alumni who are altogether unrepresentative may have been elected as a sop to the alumni association, or representative alumni may have been placed upon the board because of a clear realization of the value of the alumni to the college or university

and as an acknowledgment of their filial interest in their alma mater, or it may have happened that the most able men available at the time of an election happened to be alumni. Alumni trustees not holding office qua alumni may or may not be representative of alumni sentiment. Even in the light of this inconclusiveness, it is interesting to see to what extent the practice of electing alumni as trustees has spread. There are twenty-two privately endowed institutions on our list where alumni are serving as trustees, although to the best of our knowledge alumni representation does not exist. The same is true of eleven State institutions. Combining these figures with those given in section one above, we get a total of ninety institutions (out of one hundred and three) where there are alumni serving as trustees. Besides these, there are five doubtful cases, where we have reason to think regular alumni representation exists. This leaves five State institutions (Idaho, Oklahoma, Texas, West Virginia and Wisconsin) and three private institutions (Adelphi, Boston and New York University) in which, as far as we know, there are no alumni on the board of trustees. Even in two of these the alumni play some part, for in Wisconsin they choose four of a board of twelve Visitors who cooperate with the regents, and in Boston University they "may be invited to nominate candidates for the board."

The second case seems to us to be instructive. When a board containing a number of regular alumni representatives goes on and voluntarily elects still more alumni trustees, it is reasonable to conclude that alumni representation has been a success in that institution, and that the administration or trustees, or both, recognize its value and favor its extension. Our table shows such a self-evident justification in no less than eighteen cases. The favorable conclusion we draw from these figures is corroborated by our correspondents. Thus President Main of Grinnell writes: "I have made a constant effort since I became President of Grinnell College to secure the active support in all college movements of the Alumni body. * * * A point that illustrates my views in this matter is shown

by the personnel of the Board of Trustees. There are more than a dozen members of the Alumni on the Board. I consider this an extremely important matter." There has been no opportunity for an increase in the alumni membership at Chicago University as alumni representation was only introduced in 1914 and the term is three years, but we are told that "while no action has been taken, I think the members of the Board look forward to the time when at least a majority of the trustees will be alumni of the institution." It is especially interesting that at one State university (Maine), where the governor is required to appoint one alumni trustee upon a board of eight, he has actually appointed four, and the Dean informs us that "governors in recent years have shown an increasing tendency to select alumni."

The figures entered in this column in the table include both regular alumni representatives (where they exist) and other alumni trustees. But when we were not definitely informed as to the actual number of trustees who were alumni, we did not carry over to this column the number of alumni representatives, as this might indicate that we knew the required number had not been exceeded in practice. However, in computing the ratio of alumni membership, we have included the ratio of alumni representation when the membership ratio was lacking, assuming no increase. Consequently these average membership ratios are probably too low. Still it is noticeable that they are all distinctly higher than the corresponding ratios for alumni representation, the general average being approximately three-tenths instead of two-tenths. The average ratio has been computed for those institutions where there are alumni members, whose number is known to us, but no alumni representation. It is 0.49 for the ten private institutions and 0.57 for the four State institutions, giving an average of 0.51 for the fourteen.

6. *Other Forms of Alumni Participation in the Administration.* Most of these cases are of relatively small importance. We have data from sixty-three institutions. In fifteen cases there is an alumni council with advisory powers,

but in thirteen of these (all but Johns Hopkins and the University of Kansas) alumni representation exists, and in the two exceptions mentioned there are alumni upon the board of trustees; so under present conditions alumni advisory councils are merely an accessory or supplementary form of participation, as far as the institutions on our list are concerned. In Trinity (Conn.) the alumni nominate six of twelve Fellows who are the official examiners of the college. The Visitor scheme at Wisconsin has already been referred to. The other forms of participation are too insignificant to mention.

7. *Date When Alumni Representation Was Introduced.* We have too little information here to be of much value in generalization. Only thirty-eight replies to this question were received. Eight of the dates given are prior to 1887, thirty since that year. A point of some interest is the time which elapsed after the institution was founded before the alumni representation was introduced. It ranges from two years in the case of Syracuse to two hundred and thirty in the case of Harvard, the average being 51.9 (thirty-six institutions). And if we exclude from this computation colleges or universities founded before 1825, long before alumni representation was thought of, we get an average of 32.8 (twenty-seven institutions). Finally, if we take only colleges founded since 1870, the average is 17.6. This would seem to indicate that the principle of alumni representation is growing in favor, and that its introduction is considered desirable when the institution has attained a sufficient size.

III. REPORT OF THE SUB-COMMITTEE UPON ADMINISTRATIVE OFFICERS.

Through questionnaires detailed information was obtained from forty-five representative institutions. The duties of officers in these universities and colleges vary so much that it is difficult to tabulate them with much accuracy. The attempt has been made, however, in the following table, but it has been found necessary to add much in the way of qualification and explanation afterward.

	PRESIDENT			SECRETARIES			DEAN			REGISTRAR			
	Does he preside at faculty meetings?	Does he regularly teach?	Does he edit the college catalogue?	Is there a field-secretary, or publicity man? If not, who assumes his duties?	The institutional-secretary is	Who has charge of matters of discipline?	Does he regularly preside over faculty meetings?	Is he practically ex-officio vice-president?	Does he teach?	Does he correspond with prospective students?	Does he teach?	Dean?	Treasurer?
Allegheny	Yes	No	No	No	None	Registrar	No	Yes	Yes	Yes	Yes	Yes	Yes
Amherst	Yes	Yes	On committee	No Sec. of alumni council	Sec. of the faculty		No	Yes	Yes	No	Yes	Yes	No
Barnard	Yes	No	No	No	College sec.	Dean	No	Yes	Yes	No	No	Yes	Yes
Boston	No	No	Supervises	Yes	Executive secretary	Dean with committee	Yes	No	Yes	Yes			
Bowdoin	Yes	Yes	No	No	Secretary of the faculty	Dean	No		Yes	Yes	Yes	Yes	
Brown	Yes	No	No	Exec. secretary to the president		Dean	No		Yes	Yes	No	Yes	Yes
Chicago	Yes	Yes	No	No	None	Deans	No	Yes	Yes	No			Yes
Colorado College	Yes	Until 1916 Yes	No	No College sec.	College secretary	President and committee	No	Yes	Yes	Yes	No	Yes	No
Colorado Univ.	?	No	Supervises	No Registrar	Registrar		No		Yes	Yes	No	Yes	
Columbia	Yes	?	Indirectly		University Secretary	Dean with direction of president	No	Yes					

	PRESIDENT			SECRETARIES		DEAN		REGISTRAR						
	Does he preside at faculty meetings?	Does he regularly teach?	Does he edit the college catalogue?	Is there a field-secretary, or publicity man? If not, who assumes his duties?	The institutional-secretary is	Who has charge of matters of discipline?	Does he regularly preside over faculty meetings?	Is he practically ex-officio Vice-president?	Does he teach?	Does he correspond with prospective students?	Does he teach?	Dean?	Treasurer?	Secretary?
Cornell Univ.	Yes	Yes	On Committee	No Institutional secretary	Secretary	Committee on student affairs	No	No	Yes			Yes	Yes	Yes
Dartmouth	Yes	No	No	No	Secretary to the president	Dean with committee	No	Yes	No	No	No	Yes	No	No
De Pauw	Yes	No	No	Endowment secretary	None		No	No	Yes	Yes	Yes	Yes		
Drake	No	No	Yes	Yes	None		No	No	Yes	No	No	No	No	No
Grinnell	Yes	No	Yes	Both	Secretary to the Board		No			Yes	No	Yes	Yes	Yes
Illinois	Yes	No	No	No	Secretary of the Board	Deans of men and women	Yes	No	No	Yes	No	No	No	No
Iowa	Yes	No	No	No	None	Dean, or executive committee	No		Yes	Yes	No			
Johns Hopkins	Yes	No	No	No	None	Dean as member of committee	No	No	Yes	Yes	No	Yes	No	
Kansas	Yes	?	No				No	No		Yes				
Knox	Yes	No	No	No	Assistant to the president		No	No	Yes	No	Yes	No	No	No
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Leland Stanford	Yes	No	No	No	Academic Secretary					Yes	No			
Maine	Yes	?	No	No	Secretary of the faculty	Chairman of Discipline committee	No	Yes	Yes	Yes	No	Yes	No	
Massachusetts Inst.	Yes	No	No	Yes	Secretary of the faculty	Dean in serious cases	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Michigan	Yes	No	No	No	University secretary	Committee	Yes	Yes	Yes					
Minnesota	No	No	No	No Registrar		Dean of each department or committee	Yes	No	Yes	Yes	Yes	No	No	No
Nebraska	No	No	No	No		Executive Dean	Yes		Yes	Yes	No	No	No	No
New York	No	No	No	Yes	None	Committee	Yes	No	Yes	Yes	Yes	No	No	
Northwestern	Yes	No	Supervises	No	Secretaries to the board and of the pres.	Dean, under faculty regulation	No	No	Yes	Yes	No	Yes	No	Yes
Oberlin	Yes	Yes	No	No Faculty committee	Secretary	Dean, chairman of committee	No	Yes	Yes	No	No	Yes	No	Yes
Ohio	Yes	No	No			President in consultation with Deans	Yes					Yes	Yes	Yes
Princeton	Yes	Yes	No	No	Secretary	Dean	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Purdue	Yes	No	No	No	None		No	No	Yes	Yes	Yes	No	No	No
Smith	Yes	No	No	No	None	Dean generally	No		No	Yes	No	Yes	Yes	
Swarthmore	Yes	No	No	No Dean	None		No	No	No	Yes	No	Yes	No	Yes

PRESIDENT				SECRETARIES		DEAN		REGISTRAR					
Does he preside at faculty meetings?	Does he regularly teach?	Does he edit the college catalogue?	Is there a field-secretary, or publicity man? If not, who assumes his duties?	The institutional-secretary is	Who has charge of matters of discipline?	Does he regularly preside over faculty meetings?	Is he practically ex-officio vice-president?	Does he teach?	Does he correspond with prospective students?	Does he teach?	Dean?	Treasurer?	Secretary?
Syracuse	No	No	No	None	Deans generally	No	No	Yes	Yes	Yes	Yes		
Tufts	Yes	Supervises	No	Rec. sec. of the faculty	Dean generally	No	Yes	Yes	Yes	No	Yes		
Tulane	At times	No	No		Dean of each college	Yes	No	Yes	Yes	No	Yes	No	No
Utah	Yes	No	No		Dean with president and head warden	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Vassar	Yes	Consulted	No	None		No	No	No	No				
Virginia	Yes	No	No	None	Dean, or committee	No	No	Yes	Yes	No	Yes	No	
Wellesley	Yes	No	No	None		No		Yes		No	Yes		
Wesleyan	Yes	No	No	Secretary of the faculty	Committee or whole faculty				No				
Williams	Yes	No	No	None	Dean, guided by the president	No	Yes	Yes	No				
Wisconsin	Yes	No	Yes	Secretaries to faculty and to board	Committee	Yes	Yes		Yes	No			
Yale	No	No	No	No	Dean	Yes	No	Yes	No		Yes		

THE DUTIES OF THE PRESIDENT DEFINED.

As the table shows such presidential duties as were considered in the questionnaire were clearly and briefly described. Thus in thirty-six institutions the President regularly presides at faculty meetings, and in seven universities he does not. In a few universities having many colleges and schools he presides regularly only at meetings of the faculty of the College of Arts and Sciences.

From the answers and college catalogs it appears that in only eight institutions does the President teach. Some of these are our largest universities; others are the smallest colleges on the list.

The question "Does he edit the catalog?" is unfortunate. For in only eight cases does the reply make clear what part the president plays in the preparation of the pamphlet. In the other thirty-seven cases the answer "No," leaves one in doubt. The few explanatory replies inform us that the catalog is edited "in the President's office," in one place "by an officer appointed by the President," in another "by a committee of which the President is a member," and so on with little similarity.

SECRETARIES OF MANY KINDS.

The business of advertising institutions and of securing students and income is by twenty-five out of forty-three institutions not placed in the hands of a special officer. Four reply in the affirmative to the question "Is there a field secretary, or publicity man?" Three mention the Registrar in this connection; three, an institutional secretary or "the secretary." Amherst and Wesleyan mention "an alumni council with a secretary;" Brown, an "Executive Secretary to the President;" DePauw, an "Endowment Secretary." Oberlin, in accordance with her policy of faculty control, makes use of a faculty committee. Swarthmore assigns the work to the Dean. Massachusetts Institute and New York University report that they have publicity men. And Grinnell boasts both a field secretary and a publicity man.

Out of thirty-seven institutions which attempt to answer the question "Is there an institutional secretary and if so what is the nature of his duties?" fifteen answer in the negative. Six name the Secretary of the Faculty. In Amherst the "Institutional Secretary has entire charge of entrance." Three name the Secretary to the Board of Trustees (or Regents). In Michigan "the Secretary of the University is Secretary of the Board of Regents, and also the general business head of the university, subject to the President and Board." Barnard has a "secretary whose duties consist in dealings with prospective students, appointments work, and all general business with outsiders." Columbia has a "Secretary whose duties depend upon the wish of the President." Cornell's Secretary "deals with official publications, Alumni service, University affairs, and student affairs." The University of Colorado "combines the functions of secretary and registrar. So that the Secretary cares for advertising, printing, editing of catalog and other general printing and such publicity matters as are not primarily connected with some other office." The Yale Secretary "has large responsibility in connection with securing funds for the college." The Executive Secretary of Boston "represents the President in many details of interdepartmental relations." The Academic Secretary of Leland Stanford "is ex-officio Secretary of the Academic Council and of the Executive Committee and right-hand man to the President." In Northwestern the "Secretary to the President cares for the details of the President's office."

It seems that each institution is trying in its own way to meet difficulties connected with the attracting of students, acquiring of funds, placing graduates in teaching or other positions, overseeing publications, and keeping in touch with alumni and the public. Consequently universities and colleges have little in common along these lines. In each the administration is experimenting, and apparently there is much waste because of lack of interchange of experience and cooperation in the study of the complex situation.

THE VICE PRESIDENT UNUSUAL.

Only eight institutions report that they make use of a Vice President. Six of these, namely Drake, Illinois, Kansas, Leland Stanford, Swarthmore and Utah, assign to him practically the same duties. Thus in these six he "takes the President's place locally in all respects in the President's absence," except that at Drake he "confines himself to routine matters." In all six institutions the Vice President has no official connection with the Board of Trustees, except in Illinois where "he takes the President's place upon the Board during the latter's absence." At Drake, Swarthmore and Utah he does not sit at meetings of the Board; at Illinois and Leland Stanford he "sits at their meetings only during the absence of the President." The Vice President has no relation to the business side of the college administration at Drake, Illinois, Leland Stanford, and Swarthmore, and at Utah only during the absence of the President. Kansas remarks that "the Chancellor is responsible for the education and business efficiency of the University." While DePauw has a Vice President his duties are unusual. He does not assume the President's duties, "important matters being referred to the latter by mail or telegraph. If he is elected by the Trustees he may attend their meetings without power of speaking or voting. He is on the administrative committee which has charge of the finances." Knox has a Vice President who "takes the President's place during his absence only in Trustee meetings." One gathers that he is a member of the Board but not a member of the faculty.

THE DEAN FREQUENTLY REGARDED AS VICE PRESIDENT.

In many institutions the Dean is practically ex-officio Vice President as indicated by the table. Eighteen out of thirty-six answers to this question were "No" without qualification; eleven were "Yes" also without qualification. Three, Iowa, Michigan and Wisconsin, state that "each Dean is practically Vice President within his own college," exception being made of the Dean of Liberal Arts in Iowa, who does not occupy

the office of Vice President. Four answers were qualified. The reply from Boston says that he is not practically Vice President, "though his views are sought on all University matters that affect his college or school." At Brown "he assumes the duties of the office only when requested by the President to take charge of specific matters during the absence of the latter." In the University of Colorado the Dean "is the representative of the executive authority of the University, subject to consultation with the President." The letter from Williams suggests that "perhaps the Dean is practically the Vice President; there is no other." Yale has nine Deans "who have nothing to do with general University administration" and apparently do not serve as Vice Presidents. There are two unusual cases. At Cornell the Secretary of the University presides in the absence of the President. At Allegheny "the duties of the Dean devolve upon the Registrar, who is practically ex-officio Vice President."

Eleven large universities report that the Dean presides regularly at meetings of the faculty. In many cases this means that each Dean presides over the faculty of his own college or school of the university. Nine institutions, namely Barnard, Chicago, Iowa, Knox, Maine, Northwestern, Princeton, Tufts and Wellesley, state that the Dean regularly presides when the President is absent. The President by custom presides over the faculties of the College of Liberal Arts and Sciences and of the Graduate School: in the other colleges the Deans preside over their respective faculties.

THE DEAN AS DISCIPLINARY OFFICER.

A few institutions, Grinnell, Leland Stanford, Wesleyan, have no deans. Several universities, Chicago, Minnesota, Ohio State, Syracuse, Tulane, have many deans each having relations to his particular college or school similar to those of the dean of a small institution.

The Dean is generally the chief disciplinary officer. Although fourteen institutions do not ascribe this function to him, twenty-four report that he has charge of discipline solely

or with the assistance of the President or a committee. Thus he has sole charge of matters of discipline in Boston "except in extreme cases;" in Dartmouth "except what he chooses to pass on to a committee;" in Smith "except that special cases are referred to various committees and the President;" in Iowa "except that difficult cases are referred to the Executive Committee for formal action;" in Wellesley except that "matters of serious discipline are referred to the Committee on Discipline;" in Yale save that "he does not expel students without the consent of his governing board." By the charter of Brown University "all discipline is in the hands of the President and the Board of Fellows, but by arrangement with them it has been delegated to the Dean." Ohio State delegates matters of "discipline to the President, but he usually consults the Dean of the particular college in which the student under discipline is enrolled." The Deans of Men and Women at Illinois, who are distinct from the Dean of the College, handle matters of discipline. At Minnesota "either the Dean of each college or the Administrative Board appointed by his faculty has charge of the discipline." "The President and Head Warden" of Vassar usually attend to cases of the sort. Wesleyan has no Dean. "His duties are for the most part carried on by the Secretary of the Faculty." This Secretary with "the President and three other members of the faculty constitute an Administrative Committee which handles matters involving more than routine administration, and takes up questions of discipline for preliminary investigation. All disciplinary measures must be voted by the whole faculty."

The Dean does some teaching in all but five institutions from which replies came. At Wisconsin only the Deans of the Law School, Engineering and Graduate School teach, and they teach only a portion of the time.

THE REGISTRAR IN TOUCH WITH MANY ADMINISTRATIVE ACTIVITIES.

Taken all in all no administrative officer has such a multitude of details to attend to as the Registrar. His posi-

tion makes of him in some institutions practically a Vice President, in others only a clerk. The lack of uniformity in his powers and activities is shown in what follows.

In answer to the question "Does the Registrar arrange the work of all students or only of new students, or of no students?" two answers, "No" (from Barnard and Drake), were returned, which revealed the unfortunate nature of the question rather than that of the Registrar's lot. Thirteen institutions answer that the Registrar arranges the work of no student. These are Colorado University, Illinois, Johns Hopkins, Knox, Leland Stanford, Maine, Massachusetts Institute, New York, Oberlin, Syracuse, Tulane, Utah, and Virginia. Colorado explains that "this duty is in the hands of the several Deans"; Massachusetts suggests that "since the course is not elective the student's work needs no arrangements"; Oberlin states that the arranging is "done by the Dean and Faculty Advisers"; Tulane, that it is "handled by the Dean." The Registrar of Allegheny "approves the adviser's arrangement"; at Amherst he "checks up the electives of all students"; at Grinnell he "supervises the registrations proposed by group advisers." Purdue answers "In part." Columbia and Cornell state that this officer "registers all students." In six institutions the Registrar has help at registration time. Thus Brown reports that "in connection with the Committee of Registration and Attendance, he handles all undergraduates. All student records are kept by him." Practically the same system prevails in Colorado College except that the Deans arrange much of the student work, and members of the faculty who assist do not constitute a recognized committee. The plan followed at De Pauw is much the same. Here the Registrar has "general charge, assisted by a committee; the Associated Dean assigns freshmen studies; Advisers assign upper classmen." At Iowa he "registers all students in the College of Liberal Arts and in the Graduate College. All who may assist him in the work of registration at the opening of the year act under his immediate direction. He also organizes the general plan of the registration of students in all of the

professional colleges; and the students actually complete their registration in the offices of the deans of these professional colleges, respectively. The registration cards are collected from these colleges and filed in the office of the Registrar." At Minnesota he "arranges all the work of students except where irregularity makes consultation with the Administrative Board necessary." Together with course advisers he "arranges the work of all students" at Swarthmore. Eight institutions indicate that the Registrar arranges the work of all students. These are Bowdoin, Dartmouth, Nebraska, Northwestern, Princeton, Smith, Tufts, and Wisconsin. Smith explains that "in so far as the requirements of the curriculum make it necessary the Registrar arranges the work of each student. The class officers act as advisers to the students." Five of the forty-four institutions which reply to the question have no Registrar. In these cases the arranging of work is done usually in the Dean's office. Thus at Boston "the work is carried on by assistants in the Dean's office and by a standing committee appointed by the Dean. There are three or four employed assistants in this office." At Vassar the Dean's office arranges the work of practically all students. At Wellesley the "duties of the Registrar are divided among various officers. The arrangement of the academic work of the students is in the hands of the Dean." Wesleyan, like those mentioned above, has no Registrar, though "one of the assistants to the Secretary of the Faculty performs some of the duties usually pertaining to that office, namely the recording of absences and the sending of warnings." Boston and Williams assign the arranging of students' work to the Dean, who has the help or direction of a committee."

Chicago presents an exceptional case. There the Registrar is purely a financial officer. The Deans register students.

The Registrars of Yale "are departmental officers, assisting the Deans in their work." What this may be is not fully described.

Michigan's reply assumes that the duties of the Registrar are defined and generally recognized, for it is that the Reg-

istrar "performs the duties of the Registrar of the College of Literature, Science, and the Arts, and also those things which in increasing numbers are campus wide."

Forty institutions answer the question, "Does the Registrar conduct correspondence pertaining to new students?" Twenty answer in the affirmative, five in the negative. The Dean does this work in Dartmouth, Vassar, and Williams; the Secretary of the Faculty in Massachusetts Institute and Wesleyan; the Institutional Secretary in Cornell; and the Entrance Board or Board of Admission in Ohio and Wellesley, the latter through the Secretary of the Board. The Registrar does this work in part in Colorado College and Virginia, and in New York "in the cases of students not definitely assigned to a particular school." The President and Registrar of Allegheny share the correspondence. A committee on Admission conducts most of the correspondence at De Pauw, in which the President and Registrar assist. The Registrar of Maine cooperates with a Committee on Admission. At Johns Hopkins the Dean and Registrar share the correspondence.

The question, "Does the Registrar conduct classes?" elicited additional information in some cases. Thus at Brown the Registrar, who does not teach, "is Secretary of the Faculty (not ex officio), and Assistant Secretary of the Corporation." At Knox he is "a regular professor." At Wellesley "she is an executive officer who has charge of the rooming of students and complete charge of the correspondence with new students in regard to their rooms."

The table indicates tolerably well the closeness of the relationship of the work of the Registrar to that of other college officers. In twenty-five out of thirty-three the work of the Registrar is affiliated with that of the Dean; in ten out of twenty-eight to that of the treasurer; in ten out of eighteen to that of the Secretary. Bits of added information bearing upon the cooperation of these officers follow. A reply from Brown states "that student accounts are handled in the Registrar's office, also all disbursements are made there. Work with the Dean and Secretary is a matter of cooperation and

mutual adjustment." The only statement of Columbia is to the effect that the Registrar "gives to the Treasurer information necessary for the collection of fees." At De Pauw there has been "much cooperation apparently with the Deans of the College, the Women, and the Freshmen," and the Registrar "has been the collector of fees." The Registrar of Grinnell "co-operates with the Deans of Men and of Women; assists the Treasurer in the registration process; and the Secretary and Treasurer are the same." At Johns Hopkins "he assists the Dean and acts on his suggestions." At Massachusetts Institute he is "closely" associated with the Secretary but only "to a very little extent" with the Treasurer. The Registrar's duties are manifold at the Ohio State University. He "combines the duties of the Secretary in that all correspondence relating to University matters and policy are handled by the Registrar. The Registrar is University Editor, and in this capacity edits all catalogs and bulletins issued by the University. The Registrar is also Secretary of the University Faculty and Chairman of the University Committee on schedule of classes. In this capacity the Registrar assigns all class hours to both faculty and students, and assigns all class rooms and laboratories. The Registrar's office also assesses all student fees, furnishes each instructor with class rolls, and keeps all records. The Registrar's office is closely associated with the Dean and Secretary of the college and with the Bursar of the University." Minnesota says "The Registrar's office articulates closely with these officers (Dean and Treasurer), but his jurisdiction is entirely separate." No definite answer has come from Wisconsin, but the reply indicates an affiliation "to a certain extent." Wellesley replies at length thus: "The * * * Registrar has charge of the registration of students at the beginning of the terms. The work of the Registrar is thus affiliated with the Dean and with the Director of Halls of Residence. The Director of the Halls of Residence is an officer who has charge of the whole problem of residence including the business management of dormitories, as well as the social life of the students. The Registrar's part of this work is chiefly in

connection with students who do not live in college houses but are lodging in private houses in town. The Registrar's office is the office of general information where all requests go, and are passed on to the proper office."

The volume of work done in the office of the Registrar is indicated by the number of assistants, stenographers and clerks. Of these Allegheny, Amherst, Bowdoin, Colorado College, DePauw, Knox, Maine, Tufts, Tulane, Utah, Virginia and Wellesley report one; Barnard, Dartmouth, Grinnell, Oberlin and New York report two; Brown, Johns Hopkins, Leland Stanford and Smith, three; Cornell, Purdue, Syracuse and Wesleyan, four; Iowa, five; Colorado University and Princeton, six; Nebraska and Wisconsin, seven; Ohio, eight; Massachusetts, ten; Minnesota, eleven to thirteen; Illinois, seventeen. Columbia and Northwestern state that such help is used. Boston, which has no Registrar, has three or four assistants in the Dean's office. In answer to the question regarding clerical help a few replies deserve special mention. "The Registrar (of Minnesota) has eleven permanent assistants, * * * not counting two officers of the Editorial Department, which is practically an adjunct of the Registrar's office." "There is one assistant to the Registrar (of Wellesley) besides stenographic help. The Recorder of the College has charge of recording the marks of students on the permanent records, of sending out reports in regard to conditions, both their incurrence and their removal. The Recorder also has charge of the examination schedule and of examination papers, etc."

The question was asked, "Is student help employed?" New York, Princeton, Smith, Tulane, and Wellesley answered negatively. Some answered briefly in the affirmative or stated that student help was regularly employed. These were Bowdoin, Brown, Colorado College, Drake, Johns Hopkins, Leland Stanford, Maine, Nebraska, Northwestern, Swarthmore, Syracuse, Utah and Wisconsin (where "fourteen hundred dollars is appropriated for this purpose.") Fifteen out of thirty-five replies were to the effect that student help was used "for clerical work immediately preceding the opening of college

in the fall," "during registration days," "in emergencies," "when necessary," "once in a great while," "at certain rush times," etc. Wesleyan "uses student help a little for operating an addressing machine, and occasionally for other duties."

GREAT DIVERSITY IN LIBRARY MANAGEMENT.

Practically all institutions have an annual library budget. At least this holds among those answering the question, "Is there an annual budget?" Thirty-three out of forty-two replied "Yes" or "Practically so," and several more indicated that they had such an arrangement. Those answering affirmatively are Allegheny, Amherst, Barnard, Boston, Bowdoin, Chicago, Colorado College, Colorado University, Drake, Grinnell, Illinois, Johns Hopkins, Knox, Leland Stanford, Maine, Massachusetts, Michigan, Minnesota, New York, Northwestern, Oberlin, Ohio, Princeton, Purdue, Smith, Swarthmore, Tufts, Utah, Vassar, Virginia, Williams, Wisconsin. Syracuse answers "No." Brown answers "Yes; there are also a number of special Library Funds." Cornell mentions an "Annual University budget." DePauw has an "income from endowments of special libraries, general library, and some appropriations from general funds." Iowa receives "an annual appropriation at present of \$15,000 for the University Library. In addition to this the Law library has \$2,500. The legislature fixes this amount." At Nebraska there is "a library appropriation in the annual budget." The Board of Tulane "makes an appropriation." Wellesley provides for "an annual budget which is made up by the Librarian in consultation with the Library Committee." Wesleyan states "The salaries of the librarian, the assistant librarian, and the assistants in the library are all included in the salary item in our annual college budget. That budget also includes an appropriation for newspapers and periodicals of general interest. Books, periodicals and binding are paid for from the income of the library endowments. These amount to somewhat more than \$102,000."

Another question was asked, "Are the available funds

divided pro rata among the various departments, and if so on what basis?" Boston and Drake said "Yes;" Barnard, Bowdoin, Colorado College, Dartmouth, DePauw, Johns Hopkins, New York, Syracuse, Virginia, and Williams said "No." A number of others took the trouble to explain how the funds were divided, and their answers follow:

Allegheny. "Yes, evenly."

Amherst. "Allotted yearly by committee according to the needs of the departments."

Brown. "Yes, by a Library Committee, on the basis of the total amount fixed by the Treasurer."

Columbia. "Books are scheduled on the same basis as apparatus for laboratory work."

Chicago. "By the President."

Colorado University. "The distribution of departmental funds for Library expenses is made by the Board of Regents at its April meeting; the Board at this time also makes distribution of funds for other departmental uses; this meeting of the Board of Regents is really the budget meeting of the Board."

Cornell. "There is a library fund and special funds."

Grinnell. "Yes, the basis being decided by the Library Committee each year."

Illinois. "On the basis of need as determined by the Committee."

Iowa. "The funds available are not definitely and exactly divided among the various departments. Our system is rather elastic and we have found it to be very satisfactory. Each department of the Liberal Arts College is told that they have in the neighborhood of \$300 or \$350 to spend for books. It is not absolutely necessary, however, that they use this amount up, and arrangements can be made by which they can spend more one year and less another. In this way we are enabled to purchase some rather expensive sets for the department. We are also freed from the difficulty of having departments hurriedly purchase books that they do not need, simply to use up their appropriation for the year. They have the under-

standing now that they are to hand in orders to the librarian for such books as they need in their work, and when the librarian thinks that a department has spent its apportionment for the year no more books are ordered for it. This system has been in use in this University since about 1910, and the departments express themselves as very well satisfied."

Kansas. "Director and Committee make a recommendation to Chancellor upon estimates of departments."

Leland Stanford. "Not pro rata, but 'units' of varying sizes are allotted to the various departments by the Library Committee."

Maine. "Division of funds based on needs of departments."

Massachusetts Institute. "For books of departments, each department has an appropriation within its own budget for its particular books."

Michigan. "According to adjustment of committee."

Minnesota. "Yes, but it has been tentatively agreed that in the next budget there shall be no departmental allotments. Allotments are now made by the Library Committee."

Nebraska. "Distributed by library board."

Northwestern. "Each school has its own library."

Oberlin. "Endowments are not separately invested. The customary rate of return from general investments varies from 4.5% to 5.0%. When the net result of the year's investment is calculated the percentage rate is determined and each fund entitled to share in the distribution receives its allowance at that rate."

Ohio. "Its (the library's) available funds are apportioned by the Library Council in accordance with the needs of the various departments."

Purdue. "Yes, according to needs and importance."

Smith. "After consultation with the heads of various departments the Librarian divides the available funds."

Swarthmore. "Yes, according to respective needs."

Tufts. "Yes, according to apparent needs."

Tulane. "The Board makes an appropriation to be ex-

pended by the Committee. Separate apportionments are made for the several colleges."

Vassar. "By a library committee."

Wellesley. "A tentative division of the funds is proposed by the Librarian and confirmed by the Library Committee. This division is not made wholly upon the size of the departments, but is based upon the use of the library by the departments. For example, the department of Mathematics might be as large as or larger than the department of History, and yet its proportion of the library funds might not be as great."

Wesleyan. "The income of these funds (about \$102,000) is divided among the departments by the Library Committee. The average allowance is \$125. In the case of two or three departments this is increased to \$175. There are several appropriations of varying amounts for subjects not included in the college curriculum. The Library Committee spends each year on its own motion a varying sum, usually about \$700 or \$800. This is spent in the purchase of long and expensive sets of books. Suggestions for such purchases are received from members of the faculty."

Wisconsin. "Practically so; apportionment is made by the Library Committee to departments."

Yale. "The library income has never been prorated between different departments."

Possibly the control of the library presents more diversity of practice than any other matter. In answer to the question "Are library matters under the active control of a library committee or board, and if so what is its personnel?" answers presented such variety that tabulation was hopeless. Forty-two answers were received. According to them institutions may be grouped with reference to the controlling body. The groups are small and their members differ among themselves, as the detailed descriptions which follow indicate.

Barnard, Colorado College, Drake and Smith answer "No." We infer that the President or the Librarian is in charge, perhaps the latter, as he is in Bowdoin.

In a very few cases the Board of Trustees takes an active interest in the library. In fact at the University of Colorado this body is almost in sole charge, since "the Library Committee of the Board of Regents is composed of two members of the Board of Regents and the Librarian." One wonders just how far the Board is represented in Wellesley when one reads "The Library Committee is composed of five members of the Academic Council (a faculty body) elected by the Academic Council, these five members representing certain groups of departments, so that in any given year there is a representation from all departments on the Library Committee. The Library Committee is a part of the Library Council which includes the five members of the Academic Council and three members of the Board of Trustees with the President of the College and the Librarian ex-officio members. The whole control of the library is in the hands of this Library Council. The immediate supervision of it is vested in the five members of the Library Council who are members of the Academic Council and compose the Library Committee indicated above, with, of course the Librarian." The part played by the Board of Trustees in Iowa is very modest. For there "the librarian is advised by a committee on library which is made up of one member of the Board of Education and seven faculty members. These represent the various colleges. While they frequently give valuable advice, the management of the library is quite fully under the direction of the librarian." One would "not define it as under the 'active control' of the Library Committee although the librarian is glad to have this advisory board with whom policies may be discussed." Apparently the Board takes more interest in the library at Brown, where control is exercised by a body consisting of "three members appointed by the Corporation; the Librarian; and two members appointed by the Faculty. All appointments are annual, except those by the Faculty, which are for two years." The personnel of the committee in Swarthmore is not clearly described by the words "Faculty Committee and a committee of the Board of Managers."

There are eight institutions in which the Board of Trustees may be regarded as represented in library management through the President. For instance in Wesleyan "there is a Library committee appointed by the trustees, consisting of the President of the University, the Librarian, and two members of the faculty. They have charge in a general sense of the library. The routine administration of the library is in the hands of the Librarian and his assistants. The Library Committee does not interfere in the management of the library. It confines its attention to the division of the library funds and the settlement of questions of general policy affecting the library." Vassar has a committee consisting of the "President, librarian and three faculty members." Ohio has a body apparently consisting of ex-officio members; "all library matters are under the active control of the Library Council, which consists of the President of the University, the Deans of the Colleges, and the Librarian." DePauw has a committee consisting of the "President, Librarian and several members of the Faculty." The faculty has a majority representation at Johns Hopkins, which has a "Library Committee (the President, the Librarian, and four professors)." The faculty is more strongly in evidence in the Amherst body consisting "of nine, including the President, the Librarian and Treasurer, ex-officio. Other members are nominated by the Faculty and elected by the Trustees." Likewise the committee in Wisconsin has "nine faculty members, including the President and Librarian." It is perhaps worth noting that in the eight bodies just mentioned both the President and the Librarian are ex-officio members. At Columbia, however, the Librarian is not a member. Columbia's board of control is called the "Library Council" consisting of the "President and fifteen professors designated by the trustees" which "advises the librarian regarding the administration of the library."

In twenty-three institutions the President is apparently not a member of the library board, and in many cases does not even appoint the body. In only eleven of these cases is the Librarian mentioned. Sometimes he is spoken of as acting

with a committee as though the body were only advisory. Thus at Oberlin "primarily library matters are under the control of the Librarian who works with a Committee made up of Faculty members from all departments. Final control is in the hands of the President of the Board." At Maine "the Librarian is chairman; other members are appointed from the Faculty by the President, giving representation to each of the Colleges of the University." The library of Yale "is in charge of a Librarian assisted by a committee." In five more institutions, like those just described, the number of members of the board is not stated. Thus the reply from Dartmouth briefly says "Committee of the Faculty and Librarian;" that from Chicago, "Under a Board and a Librarian;" Kansas, "Director of Libraries and a Division Committee;" Massachusetts Institute, "There is a Committee of the Library made up of members of the Faculty including the Librarian, who happens also to be a member of the Faculty. The Librarian presents his application to our President of the Annual Budget." Four institutions give the size of the library board. Allegheny has "three Faculty members and the librarian." Grinnell has "a committee consisting of four members of the faculty with the librarian." Illinois intrusts her library to "the Librarian and six other members appointed by the Senate (full professors)." Just how many Michigan has on her board is not quite clear. Her statement reads "Committee of seven; Librarian and five elected members."

Twelve institutions do not mention the Librarian. Eight of the twelve clearly specify that the governing board is chosen from the faculty. Thus Knox, "library matters are under the active control of a library committee of the faculty which divides funds among departments according to its judgment." The board of Leland Stanford consists of "five members elected by the Executive Committee of the Academic Council." At Minnesota "the Library Committee of the Senate is composed of seven members appointed by the President and ratified by the Senate." New York has a "Library Committee of the Council of the University." Princeton has a board consist-

ing of "members of the faculty; a committee of fourteen." The Tufts board is a "committee of five members of the faculty." The Tulane board is "a committee composed of members of the Faculty." The Virginia board is a "faculty committee appointed by the President." The inference is that the library boards in the other four institutions are made up of faculty members, but the answers are too brief to make this certain. The answers follow: Boston, "appointed by the Dean;" Cornell, "Library Council of seven members;" Northwestern, "consists of seven members;" Purdue, "an advisory committee."

REMARKS REGARDING LIBRARY MANAGEMENT.

It would probably be well if our colleges and universities would harmonize their policies and methods regarding the conduct of the library. The relation of the library to the faculty and student body, for whom the library is maintained is the same in every institution. True, the financial support is quite different in any two colleges, and calls for particular consideration on the part of the President and the Board of Trustees. However, the distribution of funds and immediate oversight of the library must present just about the same problem in each institution, and, therefore, there must be a best method applicable, with only slight alterations to all. Yet, as this limited investigation shows, even our largest and best known institutions are experimenting with methods many of which have probably been proved unsatisfactory elsewhere under like conditions. There is need of getting together. Really so few have tried the same system of control that it is unwise to suggest any system. However, the indications are that the State University of Iowa is one of those which have carefully considered this matter, and her reply is very complete, as incorporated in this report, and is well worth consideration.

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by

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COLORADO COLLEGE IN THE FIFTIETH YEAR OF ITS LIFE



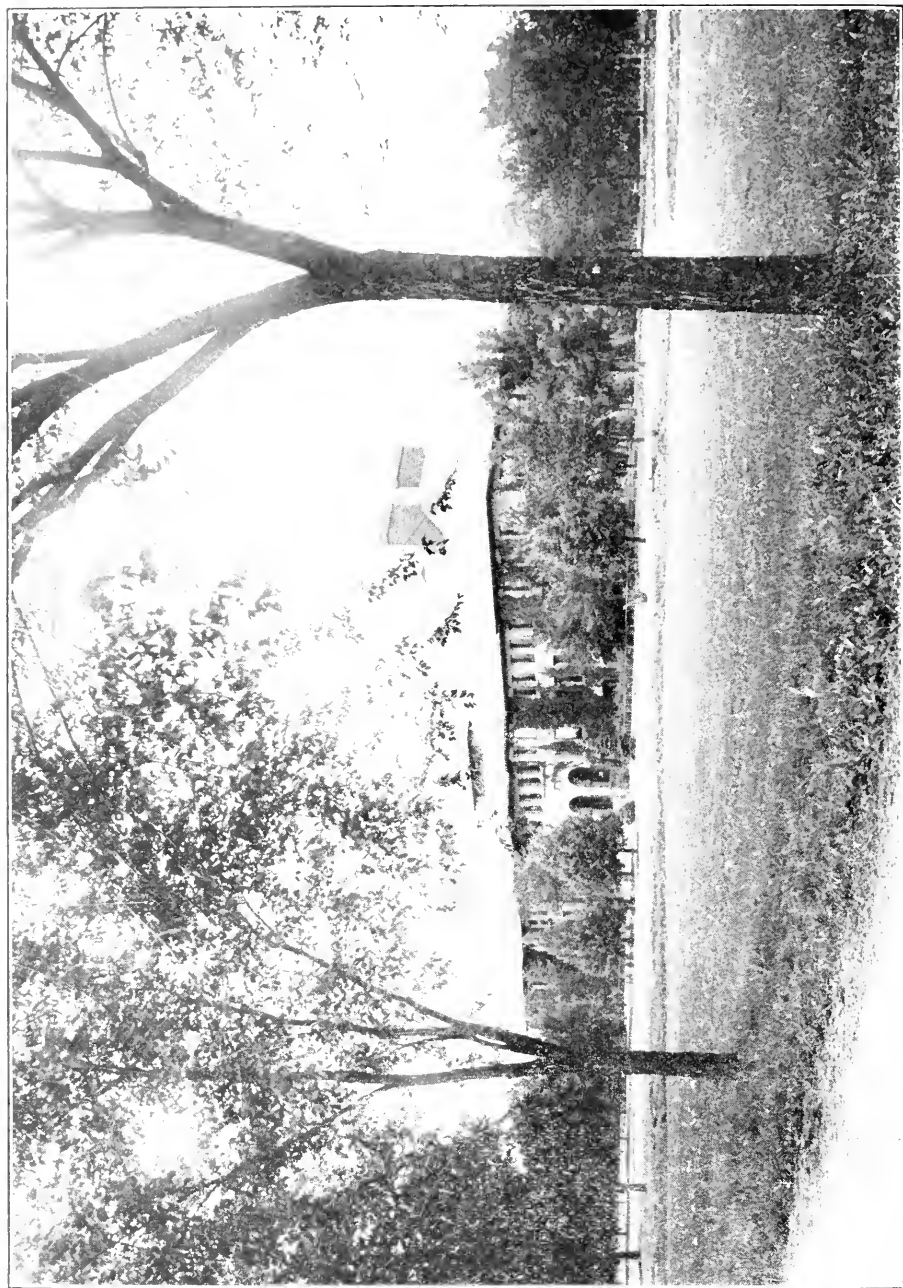
An address delivered before the Colorado College Alumni Associations of Denver, Colorado Springs, Pueblo, Chicago, Boston, New York, and Washington
1923-1924

--by--

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Acting President

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PALMER HALL
"SERENE AND STILL OUR COLLEGE STANDS APART"

COLORADO COLLEGE IN THE FIFTIETH YEAR OF ITS LIFE

Men and Women of Colorado College:

As I told the undergraduates at a pep meeting in Cossitt Stadium last year, whenever I am called upon to speak to a gathering of C. C. men and women, I am tempted to say "Fellow Tigers". For I too can claim to be a "Tiger born and a Tiger bred", even though my own youth was spent in a different Jungle! And there seems to be a strong family resemblance between Tigers. I remember very vividly the first C. C. Alumni lunch that Mrs. Mierow and I attended. It was held in Cossitt Hall in the fall of 1916 just before the Boulder game. Some of you may recall the score of that game—played in a blinding snowstorm: C. C. 58—Boulder 0. It was at that lunch that I got my first information about the early days of the college from a song that has unfortunately been somewhat ignored in late years—you all know it:

"In 1806, when Pike came west,
He found a prairie dog's hole in a rattlesnake's
nest,"

You recall the vivid picture of the desolate and wholly illiterate condition of that period—

"No Sophs, no Profs!"

But of course, what impressed me the most was the account given of the means used in regenerating the unenlightened:

"He left a worn-out Latin book—"

There we have it!

"And now—just look!
Those Prairie dogs are Tigers!"

Not long ago while reading over some of the sources for the early history of the College, I found in the Colorado Springs Gazette for May 9, 1874 an account of the opening of the Preparatory Department under Principal Jonathan Edwards on May 6 of that year, and this statement at once caught my eye:

"Professor Edwards has already got the Department into working order, and it may be noted that a large class in Latin has been organized."



THE FIRST HOME OF COLORADO COLLEGE—
WANLESS' BLOCK

As a teacher of the Classics, I cannot help rejoicing at the knowledge that the first academic achievement of Colorado College was the organization of "a large class in Latin". That appeals to me as a very good start indeed! The song from which I have just quoted stands vindicated for its unimpeachable historicity!

The subject I have chosen for my remarks is

COLORADO COLLEGE IN THE FIFTIETH YEAR OF ITS LIFE.

Of course I cannot hope to do justice to so great a theme in the limited time at my disposal, but there is no other topic that would be at all appropriate for the present occasion.

As. C. C. Alumni you are naturally deeply interested in all that concerns the College: in its past, of which you yourselves are a part, in its present, to which many of us are gladly devoting our lives today, in its future, with its promise of still greater achievement and wider opportunities for service. I assume that there are three questions that all of you would like to ask me about Colorado College:

I—What things are the same?

II—What changes have come with the years?

III—What may we hope for and expect in the days to come?

There is this difference between the graduate of a college who leaves his Alma Mater at graduation and does not return for five or ten or more years and the one whose home is in or near the college town. To the former all changes that meet his eyes come with a sudden shock of strangeness and arouse, sometimes, a not unnatural feeling of dissatisfaction or even of resentment. Whereas to those who are able to keep in touch with the old school through year after year of gradual and normal growth and change, the sum total of differences is less perceptible. And so, though you have all had opportunity to observe the evolution of Colorado College it may not be inappropriate if I attempt to give you in brief summary these three aspects of the place; and perhaps there are three more questions that each one of you will be silently asking of himself or herself:

- (1) What did Colorado College do for me?
- (2) What is it doing for its students today?
- (3) What can I do for Colorado College?



COLORADO COLLEGE IN THE FALL OF 1876

4. FIRST BUILDING OF COLORADO COLLEGE
5. CUMBERLAND PRESBYTERIAN CHURCH
6. BIJOU STREET

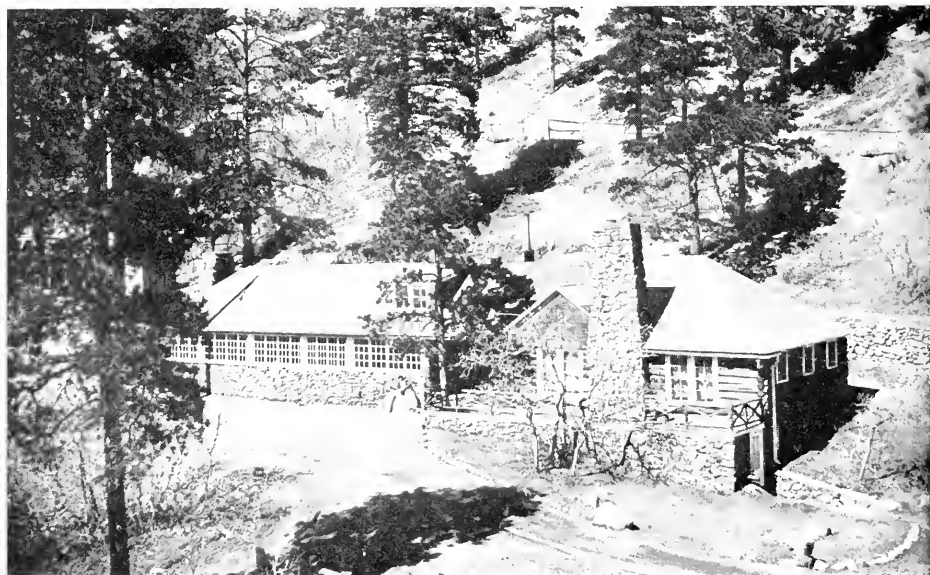
To return to the threefold division of subject matter which I have suggested :

I. These things are the same :

Pikes Peak still towers above the mesa and the foothills, like a mighty sentinel on guard. Bruin Inn is still the scene of senior and other parties. "The Monument is flowing, and the Jungle lies serene"—though by no means deserted. The campus has never looked more beautiful than it did when we returned last fall. There is a sense of great satisfaction, of happiness and well-being, inspired by these well-known and well-loved surroundings. In the words of a now familiar hymn, discovered for us a year or two ago by Professor Hulbert,

"We walk the well known paths once more,
Amid the summer's bloom,
We pass familiar thresholds o'er,
And breathe the air of home".

But there are more things than the mere physical and material environment that have remained the same. The pres-



"BRUIN INN IS STILL THE SCENE OF SENIOR AND OTHER PARTIES"

ent generation of undergraduates may say to their Alma Mater—in the words of the hymn already mentioned:

“Be proud O Mother, of thy past!
It lives in thee today:
And still its high traditions cast
Their light upon thy way!”

You may still see the long line of students wending their way from Palmer to Perkins every morning at Chapel time. Cutler bell rings out for victories as of old. There is, above all, the same fine spirit that has always characterized the place. We are not losing sight of the aims of the founders. We are building upon the foundations which they have laid. We still have the vision of a Christian college, of high intellectual attainment, but where the primary emphasis shall ever be upon the formation of character and the inculcation of high ideals. Is this your Colorado—the college you knew and loved? It is



“THE LONG LINE OF STUDENTS AT CHAPEL TIME”

our Colorado as well, and we, the present faculty and student body claim a share in it with you.

II. *There are these changes:*

- (1) The faculty has changed greatly during the eight

years that have elapsed since I was appointed to succeed Professor Gile as Professor of Classical languages and literatures at Colorado College. Last fall, for example, twelve members of our staff came to us for the first time. There will of course be certain changes in personnel every year. But I hope you do not have the impression that the larger portion of our faculty is newly appointed, or fluctuates from year to year.

There are at present between 60 and 70 who are actually employed in the work of instruction and administration. Of this number 12 have been members of the faculty for 3 years, 7 for 4 years, 7 for 5 years and 12 for more than 5 years. May I read you the names of those longest in service with the year of appointment in each case:

Rev. Manly D. Ormes	- - - -	1904
Dean E. D. Hale	- - - -	1905
Prof. Guy H. Albright	- - -	1907
Mrs. Josephine R. Morrow	- -	1910
Mr. W. W. Postlethwaite	- - -	1911
Prof. R. R. Tileston	- - - -	1913
Prof. Frank M. Okey and Miss Eleanor Davis	- - - - -	1914
The Misses Leaming, and myself	-	1916
Miss Elizabeth Gerould	- - -	1917

And, of course, those of you who have graduated since the year 1917 are acquainted with many more members of our present faculty.

I wonder if you know how many C. C. Alumni are included in the list of officers and faculty of the College. Let me read their names:

Paul E. Boucher, '18
 W. D. Copeland, '19 (A. M. '20)
 Elizabeth W. Gerould, '12 (A. M. '23)
 Louise Kampf, '12
 Charles T. Latimer, '16
 Susan F. Leaming, '20
 Dean Mabel Lee, '06
 Earl E. Lyons, ex '22
 Erwin F. Meyer, '23 (also A. M. '23)
 H. E. Mierow (A. M. '21)

Mary Clegg Owen, '22

Henry C. Rehm (A. M. '21)

Just a dozen who hold Colorado College degrees.

How many of the sons and daughters of former C. C. students are undergraduates in the College today? I was surprised myself to find that there are 15. Judge McHendrie, for example, has both a son and a daughter in College at the present time.

I cannot emphasize too strongly the part played in the history of Colorado College by devoted men and women who built their very lives into its foundations. Such was the late Professor William Strieby, who came from the principalship of our academy at Santa Fe to Colorado College in 1880 as professor of Chemistry and Metallurgy to carry on a labor of love that was terminated only by his death on Oct. 18, 1920—after 42 years of faithful and unwearying service. We see in him the type of man interested in both the city and the College, counting it a rare privilege to serve his fellow citizens and the successive classes of young men and women that came under his care. His appreciation of the beauties of nature and his enjoyment of the mountains was revealed in the weekly walks that he took with his friends for many years with unvarying regularity, so that it was well said of him at the time of his death:

“The trees and the streams shall miss him,
And the hills of the western sky,
Tinged with the gold of autumn,
With the white clouds drifting by.”

And it is equally true that

“He lives with us all forever
In the hearts of his fellow men.”

(Tiger, Nov. 2, 1920)

I cannot refrain from speaking also of Prof. Frank H. Loud who was elected Professor of Mathematics at Colorado College in 1877 and who today as Professor of Mathematics and Astronomy Emeritus, holds the distinction of being the senior member of our faculty. There are many others who

have served our college and community with equal devotion; the list is a long and familiar one, and I shall not presume to remind you of names you have clearly in mind. President Tenney is said to have remarked to his colleagues: "I want every member of the faculty to know that he is a failure if he is satisfied with anything below the best educational standards of Harvard and Yale." The highest ambition and ideal of the present faculty of Colorado College is to win from the town of Colorado Springs and from the students and Alumni of the College such genuine liking and respect as was quite fittingly bestowed upon our honored predecessors in the great work which we are all endeavoring to do, a respect merited by genuine devotion to the College and to the intellectual and spiritual



CUTLER HALL, 1880

"CUTLER TOWER FRAMED AGAINST A SKY
WHERE MOUNTAINS STAND, GREAT PILLARS OF GOD'S REALM."

ideals for which it stands and by a due participation in and service rendered to the community in which we live.

Time would fail me if I sought to enumerate all the benefactors of this college, but the outstanding administration is that of Dr. William Frederick Slocum who was elected President in 1888 and became President Emeritus in 1917. Practically every building on our campus was erected during his term of office, many of the trees under whose shade we walk to and from the Chapel in the autumn and the spring were set out by his own hands, and his personal friends still make gifts

to the College as they did throughout the 29 years of his term of office. President and Mrs. Slocum are in the largest measure the real builders of the Colorado College of today.

(2) There has been a recent change in the requirements for entrance to Colorado College. Beginning a year ago this fall, as many of you know, we have insisted that all who come to us for enrollment in the freshman class shall present, not a High School diploma merely, but 15 acceptable units for full admission or 14 acceptable units for conditional admission. Notice has further been given for the past two years that beginning with the fall of 1924 candidates for conditional admission must include in the minimum of 14 units (if they are candidates for the degree of Bachelor of Arts) the following 11 specified units:

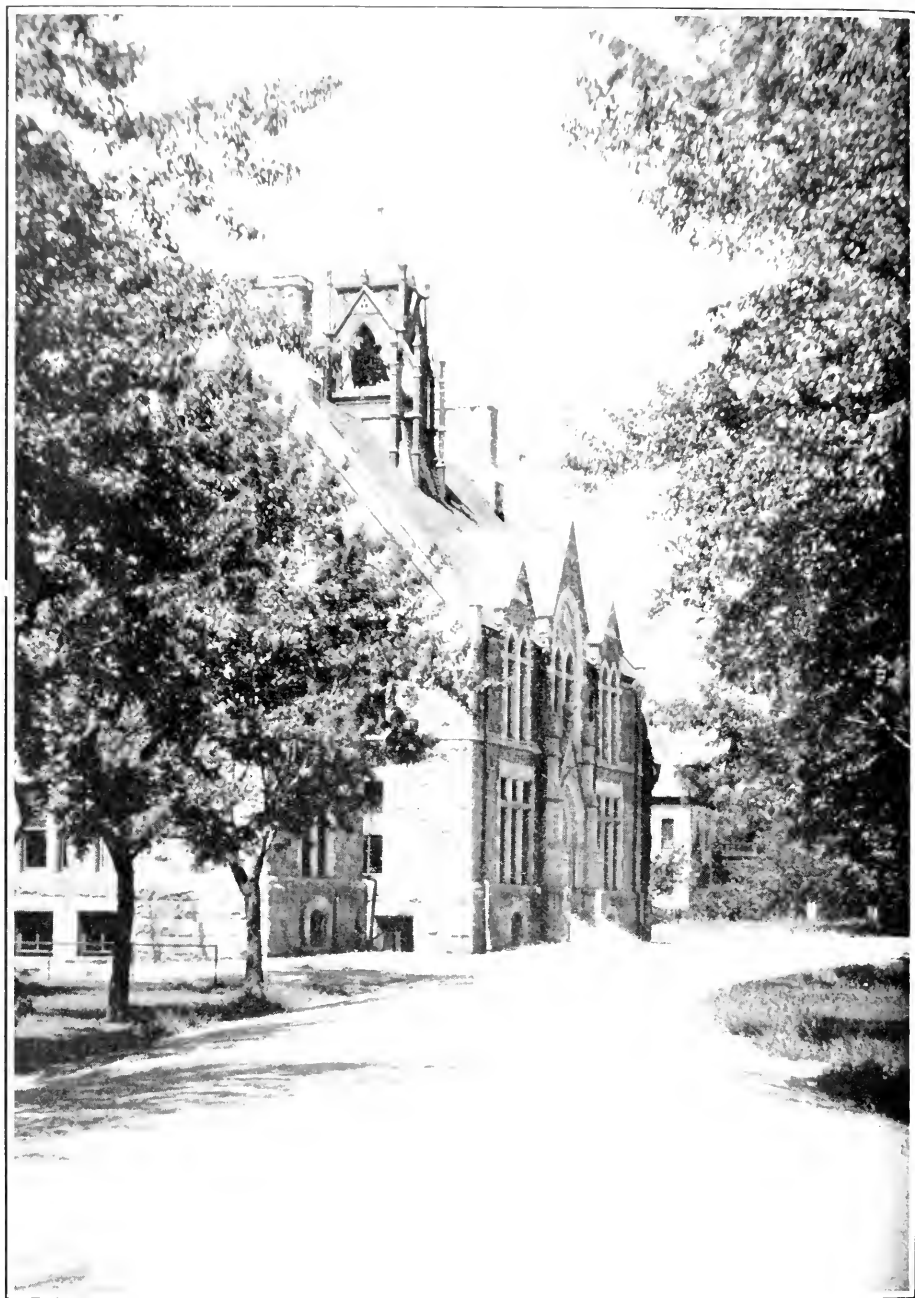
- 3 units of English
- 2 units of some one foreign language
- 2 units of History, Civics, Economics or Social Science
- 2 units of Mathematics
- 2 units of Science

Candidates for the degree of Bachelor of Science must also present eleven specified units within the minimum of 14 for conditional entrance, substituting however, an additional unit of Mathematics in place of one of the two units required of A. B. candidates in History.

In this connection I know you will be interested to hear that whereas the enrollment of our freshman class a year ago last September dropped to 158 owing to the enforcement of these higher standards of admission, this year, under the same higher standards we had an entrance class that numbered 205.

The net gain for the year in the enrollment of freshmen as indicated by advance sheets of our catalog is 40: last year the total number of freshmen listed was 206, this year it is 246.

Still more important, from the point of view of the advantage to both the College and the students themselves of having a large number of those who spend a full four years at Colorado College is the marked gain in the number of members



CUTLER HALL
OUR OLDEST BUILDING AS IT APPEARS TODAY

of the Junior Class: last year 84, this year 105. It is between the Sophomore and Junior years, you will remember, that the greatest loss in numbers has usually occurred. Our Senior Class too shows an increase: last year 58, this year 79. The total enrollment of students at the end of the first four weeks—not including music or art students—was 602, of whom 321 are men and 282 are women. The total enrollment at the corresponding period last year was 524. The grand total for the year is 697 as compared with 616 last year.

The number of girls living in the halls this year is 125 as compared with only 90 a year ago. In this connection Dean Mabel Lee has asked me to tell all alumni who may know of girls who expect to enter C. C. next year that it would be well to apply early for rooms in the residence halls as the space is limited, and our rules do not permit them to live off the campus unless their homes are in Colorado Springs.

(3) Another significant change in the intellectual life of the College is found in the regulations establishing an Honors Course. This, you remember, is a new plan of work for the Junior and Senior years, allowing greater concentration and wider scope for individual investigation. The requirements are, in brief, as follows: A student, in order to be eligible for the degree of Bachelor of Arts with honors must have satisfactorily completed 60 hours of work including all the courses required in the rules of Colorado College for the Freshman and Sophomore years and must have given evidence of high scholarship. If admitted, he is expected to distribute the 60 semester hours required in the junior and senior years as follows:

- (a) In the field of concentration from 12 to 24 hours, together with not less than 6 additional hours in problems or topics which require written reports.
- (b) In subjects related to the field of concentration from 18 to 30 hours.
- (c) In free election, from 12 to 24 hours.

Such students are further required to present a final dissertation on some topic in the field of concentration and to take a comprehensive final examination at the end of their senior year.

In this way we are seeking to substitute a mastery of subjects or fields of study for a mere knowledge of the content of individual courses. The Honors Course aims to encourage the student who is seriously interested in scholarship and to pave the way for future graduate study. It is limited at present, as I have already indicated, to those upperclassmen who have acquitted themselves with distinction in the work of the first two years. I am glad to say that a very promising number of students has enrolled for the course leading to the Bachelor's degree with Honors in this first year of the establishment of the new course:

- 1 in Biology
- 1 in Business Administration and Banking
- 1 in Chemistry
- 2 in Classics
- 5 in English
- 1 in Mathematics
- 4 in Romance Languages
- 1 in Physics

A total of 16, with 4 cases still pending. As the total enrollment of the junior class is 105, this amounts to about 1-6 of the entire class. It is, I repeat, one of the reasons why we should look to the future with confidence, for it marks a real intellectual advance in the life of the College. It may be of interest to note that shortly after this new Honors course was adopted by our Faculty last spring, Princeton University announced the adoption of a new course of study for the Junior and Senior years that is remarkably similar to our own, with this one notable exception: that at Princeton it is made applicable to all upper classmen—not to a chosen few. This may be the trend of our own system in time to come.

(4) There are also some changes in the social life of the College. Woodrow Wilson once said of one of our best known eastern universities that he was afraid the side-shows had swallowed up the circus. To those of you who knew Colorado College in the good old days when life was somewhat simpler, it may come as a shock of surprise that we have in Colorado College at the present time between 40 and 50 separate student organizations whose sphere is ordinarily expressed by

the phrase extra-curriculum activities. To be sure these are by no means all purely social organizations.

If our very recent alumni will pardon me for what will undoubtedly appear to them a discussion of a most familiar theme, I should like to run rapidly through the list for the benefit of "the old grads" indicating certain large groups into which these various societies fall:

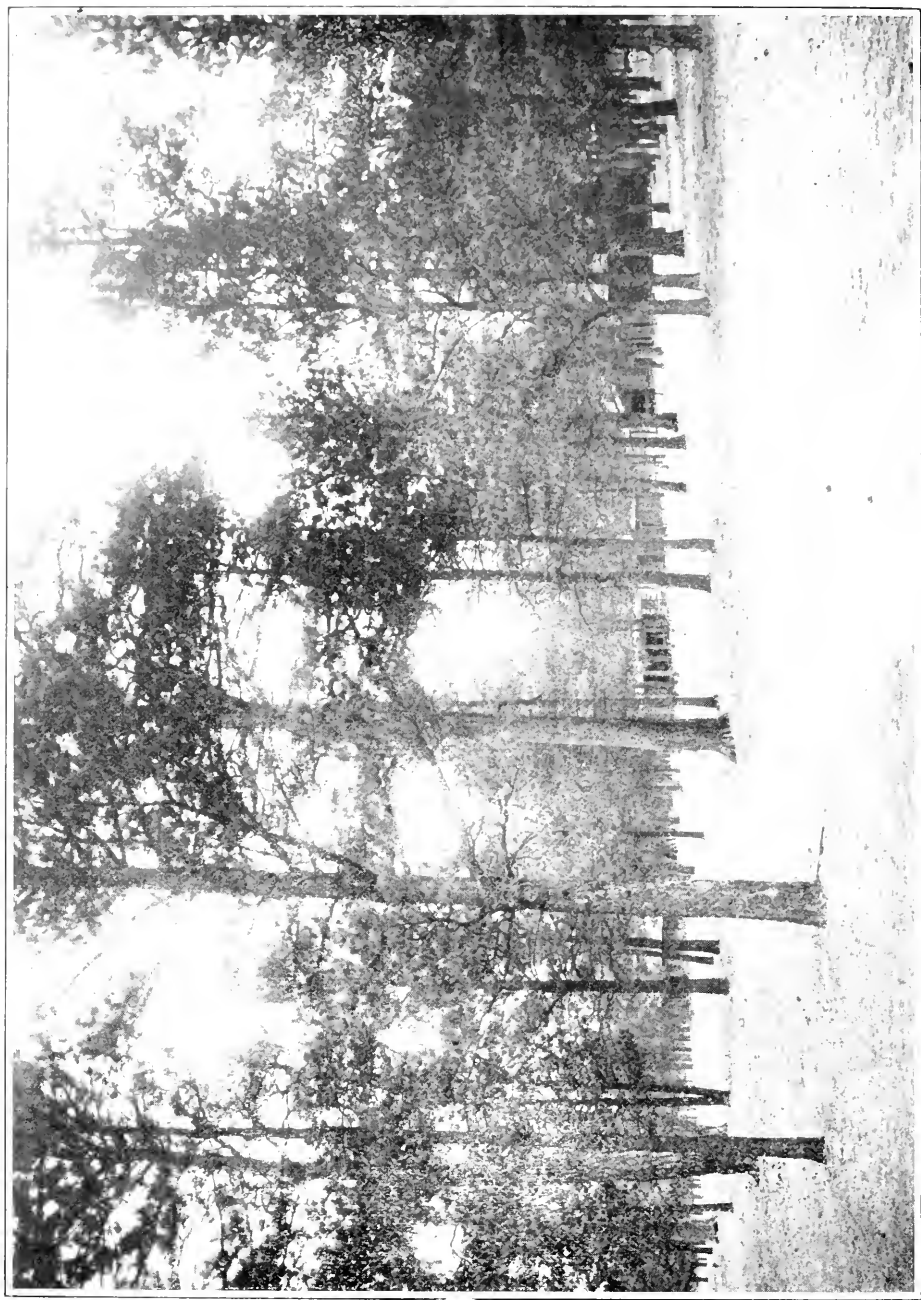
(a) First and foremost come what may perhaps be called the undergraduate administrative organizations, namely the Council of the Associated Students of Colorado College, a representative body that supervises and controls practically all of the non-academic activities of the students and the Student Government Association, to which is entrusted the management of all matters concerning the conduct of women in their college life.

(b) Next we have the student religious organizations: the Y. W. C. A. and the Y. M. C. A. of the College.

(c) A third group—and a large one—consists of what might be termed the departmental or professional clubs, such as the Classical Club, The French Club, The Spanish Club, the Fortnightly Sketch Club, the Business Fraternity (Alpha Kappa Psi), the Forestry Club and the Biological Peripatetics. Here might be included also the Debating Fraternity (Tau Kappa Alpha) and its counterpart among the women students, the Athenian Debating Society, and the various dramatic organizations: Pearsons for the men, the Girls' Dramatic Club for the Women, and Theta Alpha Phi. Here too we have the A and B Club for advanced students in Economics and Business subjects, Delta Epsilon, the honorary local scientific society, and the national honorary literary fraternity, the Phi Beta Kappa Society, membership in which is determined on the basis of high scholarship.

(d) For the musical there are the Men's and the Girls' Glee Clubs, the Band, the Colorado College Orchestra, the Girls' Mandolin Club, and the general musical organization known as Euterpe.

(e) Another group consists of the specifically athletic organizations such as the "C" Club, membership in which is ordinarily restricted to those who have won the right to wear



CAMP COLORADO—THE MOUNTAIN HOME OF THE FORESTRY SCHOOL

the college letter, The Women's Athletic Association, the Riding Club, and the Athletic Fraternity (Sigma Delta Psi). This may also be as good a place as any to mention the Question Club, whose activities are veiled in mystery. All inquiries



THE RIDING CLUB IS A FEATURE OF THE DEPARTMENT OF
PHYSICAL EDUCATION

as to purpose and function are met by the invariable response, "Ah! That's the Question!"

(f) Those interested in literary or journalistic pursuits still find an opportunity for self-expression in the college newspaper, "The Tiger", the Students' handbook, or the Junior Class annual, "The Nugget". Nor should we omit to mention the Girls' Literary Societies: Minerva, Contemporary and Hypatia.

(g) Finally we come to the frankly social organizations such as the six fraternities, the Hagerman Hall Association, the Dais, the Town Girls' Association and the Independent Club, the organization of the non-fraternity men. And there is also the Inter-fraternity Council, the clearing-house for differences of opinion between the Greek letter organizations.



THE ALL-ROUND COLORADO COLLEGE GIRL LEARNS HOW
TO SWIM

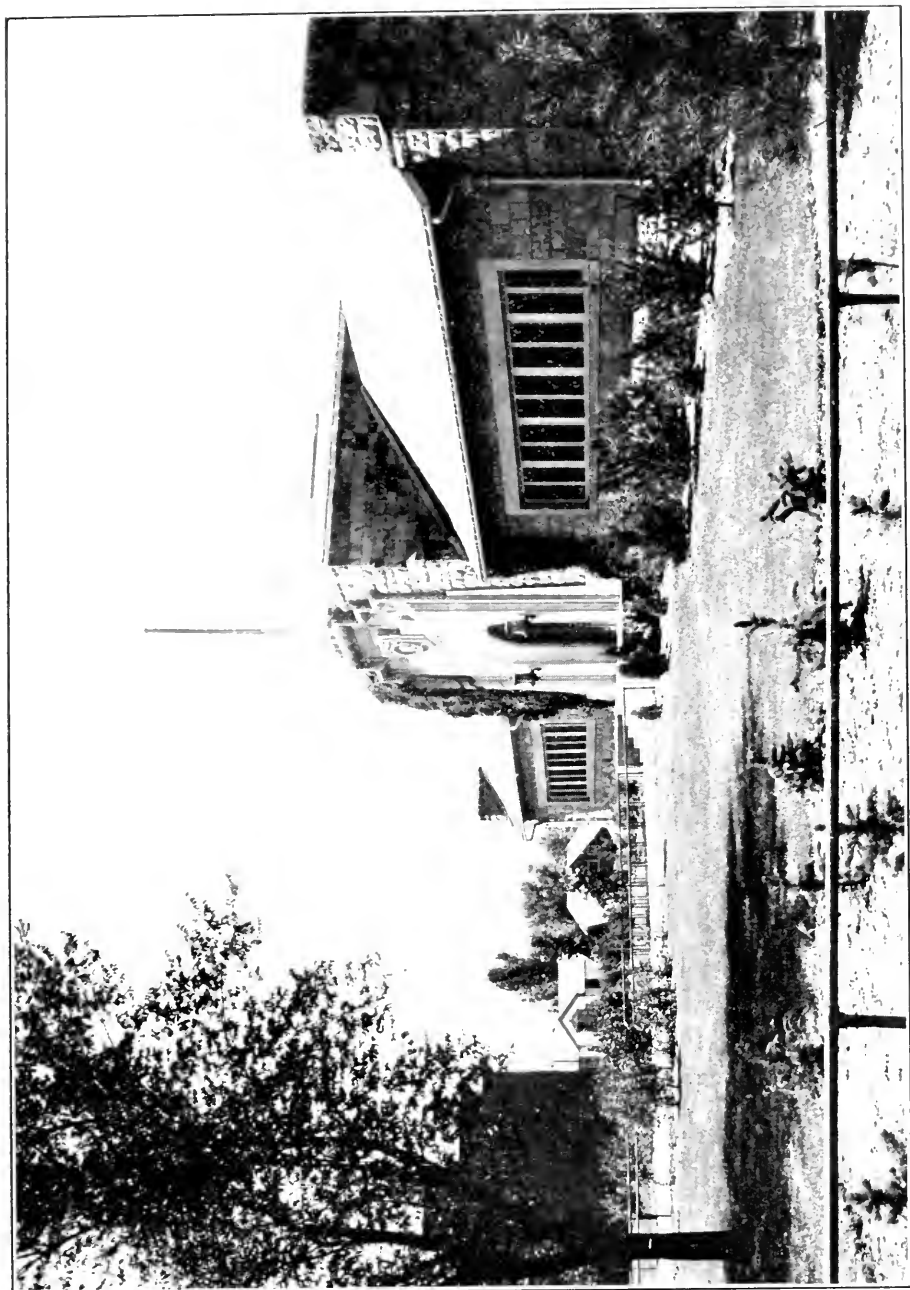
Many of these, to be sure, are organizations of long standing and well known to you. Others again are of more recent growth. So for example the Colorado College Classical Club, founded on November 18, 1922 and boasting the somewhat flippant and startling motto:

LINGUAE MORTUAE, SODALITAS VIVAX!

"The languages may be dead, but the Club is alive!" I like the sentiment expressed by that, and I can assure you that our club has realized it in varied activities: it has shown a vigorous, healthy interest in picnics, plays and programs alike. The club is alive!

You may be interested in a word concerning the newly adopted Constitution of the Associated Students of Colorado College which replaces the previously existing Student Commission. The preamble is significant:

"We, the students of Colorado College, in order to provide an organization for the settlement of executive, administrative, and disciplinary matters, do ordain and establish this Constitution and By-Laws."



THE FREDERICK H. COSSITT MEMORIAL—A UNIQUE AND DISTINCTIVE
SOCIAL CENTER FOR THE MEN OF THE COLLEGE

The entire undergraduate body is included in the membership of the Associated Students of Colorado College. The student fee, of \$15 a year, secures for every student a season ticket to all the athletic contests, a copy of the Students' handbook, a copy of the Nugget, and a subscription to the Tiger. The representative board, known as the Administrative Council, is made up of 3 senior men and 2 senior women, 1 junior man, and 2 junior women, one sophomore man and two faculty members. These eleven representatives do not, as under the old Student Commission, represent special interests, but are all nominated and elected directly by the student body as a whole. The term of office is one year.

The Administrative Council chooses from its own membership a Finance Committee, a Publications Committee, a Social Committee, an Athletic Committee, and a Music, Forensic and Dramatic Committee; from the student body at large, an Enthusiasm Committee and a Traditions Committee. In this way the students themselves, through their regularly elected representatives, exercise due supervision over all the varied affairs of the college.

This new constitution provides also for the establishment of committees to deal with matters of discipline: The Men's Disciplinary Council, the Women's Disciplinary Council and the Joint Council. Article VI, Clause 1 reads:

"These Councils shall have the authority and it shall be their duty to take into consideration, on their own motion, or upon charges preferred, the conduct of any student or body of students, which may break the rules established in this constitution, or which may seem detrimental to the established traditions, the interests or the good name of the Associated Students of Colorado College, and having conducted an investigation, shall itself take, or, when necessary, recommend to the proper authorities, such action as they deem just and reasonable."

Men and Women of Colorado College, we have in this enactment a great step in advance. Each student is in some measure accountable to the undergraduate body as a whole, and the good name of Colorado College is made definitely the treasured trust of the students, to be jealously guarded from every blot or stain.

So much for the new Constitution.

Perhaps a word about a somewhat new departure with regard to our Chapel services would also be in order. At the request of the College Y. W. C. A. the Faculty have consented to arrange for separate Chapels for men and women once a month. On these occasions the Y. W. C. A. takes charge of the meetings of the young women; for the men Dean Hershey has arranged for these occasions a series of life-work talks by prominent business and professional men of the town. Dr. Leo W. Bortree, physician, alumnus, trustee of the College, fittingly inaugurated this valuable course of lectures by a splendid address on the practice of medicine as a life-work, setting an extremely high standard for his successors in the series to follow.

Time will not permit me to speak further of what we may loosely term the extra-curriculum activities of the College, but I think that even this brief characterization of them may have served to indicate two important facts that should be borne in mind:



BEMIS HALL COMMON ROOM
THE AFTER-DINNER COFFEE HOUR AND INFORMAL MUSICAL
ON SUNDAY

1. They are many, but they have a varied appeal, and naturally no one student is attracted to them all—or even to more than the two or three that concern themselves specifically with matters in which he or she is deeply interested.

2. While they are practically all “social” in some degree, many of them are at the same time of real educational value and play their part in the preparation of our students for life. It must by no means be forgotten that the aim of a college course is to make “not bread-winners merely, but citizens as well”, and to this ideal the specifically student organizations make no insignificant contribution.

But what of the purely social organizations—the men’s fraternities and the women’s literary societies? Can these also justify their existence? I feel that they can and do.

To begin with, since “man is a social animal” it is perhaps inevitable that human beings will congregate in small



ROTUNDA AND TROPHY ROOM, COSSITT MEMORIAL

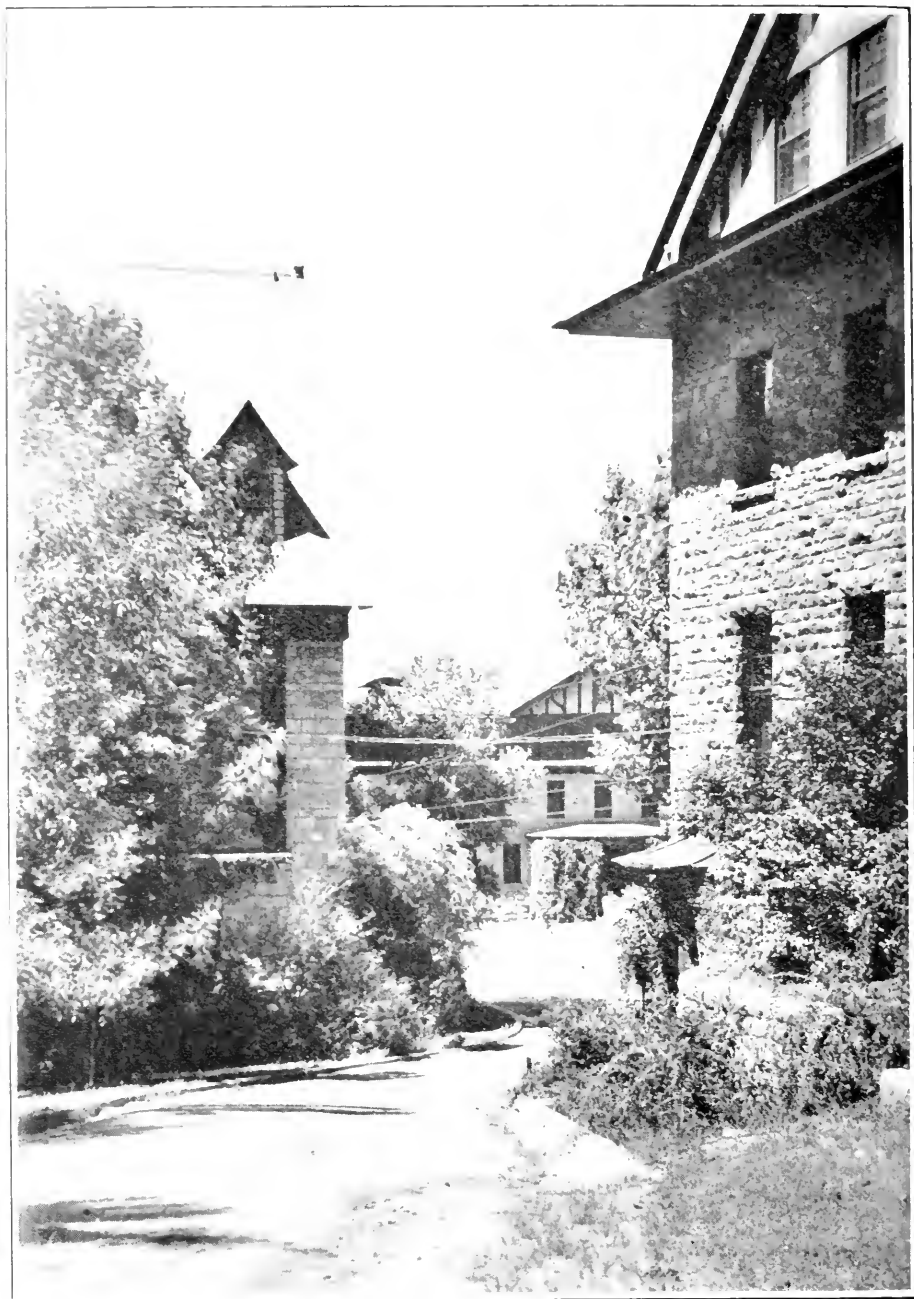
groups. Moreover, it is also true that like attracts like, and whether the resulting companies are termed fraternities or clubs the consequence is largely the same. With this substantial difference, however, in favor of the fraternities. Being

national organizations, with traditions that extend in many cases far into the past, with permanent homes and well-developed ideals and standards, they exercise a far more wholesome and vital influence over their members than any chance group more or less temporary in character. The freshman who is taken into a fraternity house as a pledge is benefitted in at least two ways:

1. He learns the valuable lesson of adaption—of respect for the rights of others. The older members have a way of knocking off the rough corners that is of inestimable advantage to the victim in the end—however painful the process may be by which the truths are driven home. In short, the fraternity produces that highly desirable individual, "a good mixer".



THE MEN'S DINING HALL IN THE COSSITT MEMORIAL—A STUDENT CENTER



A GLIMPSE OF MCGREGOR FROM THE ROAD BETWEEN BEMIS AND TICKNOR

2. In the second place, he experiences the joy of working with others in a common cause. It may be true that "nothing succeeds like success" but there is a higher ideal than that: loyalty to one's principles and to one's friends through thick and thin, and the appreciation of earnest effort—whether it is crowned with success or not. A silver rowing cup in the trophy room of the gymnasium at Princeton bears this significant inscription:

YOU MUST LEARN TO CHEER WHEN YOU ARE
LOSING.

That, I think, is one of the lessons a man learns in his fraternity. Nor is loyalty to the fraternity subversive of college spirit. The line of progress is from the small group to the greater. A man works *for* his college *through* his fraternity. And as the spirit of loyalty to the college as a whole is fostered by devotion to the fraternity, so too, the loyal college man has a clearer idea of patriotism and the duties of citizenship.

It is an undeniable fact that the comradeship of college men and of college women in such groups as I have described is a lasting tie, and one of its finest characteristics is a willingness to serve humanity.

After all, fraternity life is a type of that universal brotherhood which is the only real solution of all the great problems of mankind and is the only basis for a true League of Nations, call it World Court, Parliament, Federation or what you will.

And the axiom on which any plan for achieving and preserving the peace of the world must rest in order to be practicable was enunciated nineteen centuries ago by the founder of Christianity: "One is your master, even Christ, and all ye are brethren".

I have long felt that as the church serves to lead us to a fuller realization of the first and fundamental part of this statement, even so the college fraternity may have a very vital part to play in teaching some of the practical aspects of brotherhood.

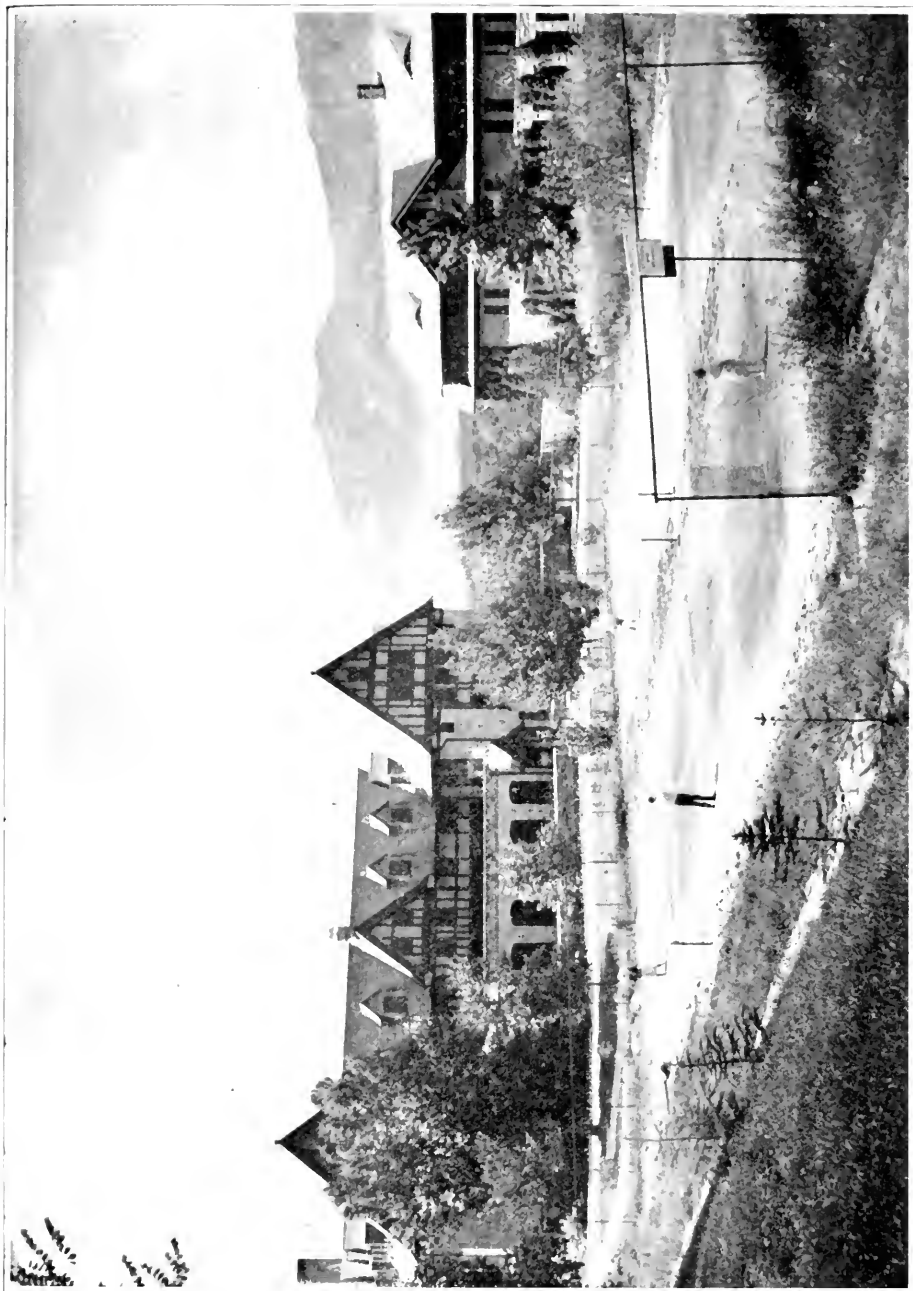
May I try to sum up in a sentence the thought underlying this brief description of our many and varied forms of social

activity at Colorado College? There is in the intellectual life a tendency to selfishness and narrowness of view which can be corrected only by the mingling of individual personalities in certain large and varied groups. Without a healthy normal contact with his fellowmen, a conscientious, brilliant student may become a great scholar—but he will never become a great man. If our college is to train future leaders, it must furnish adequate scope for the social instinct to develop and to grow during the formative years of under-graduate life. This is, to me the justification of the extra-curriculum activities.

III. In the third place, and finally, this is what we hope for and expect.

The Charter of Colorado College is dated Feb. 4, 1874. This year, therefore, is a significant one in our history—our year of Jubilee. For Colorado College celebrates its 50th anniversary in 1924. You are all naturally proud of this College and its wonderful record in the past. You look back with pleasantest memories to the happy years of your own under-graduate life. Don't you want to hand all this down to your own children? Is it not natural to expect that in the second half century of our existence we shall be getting an increasingly large number of the children of C. C. men and women? What then of the Colorado College that they will know?

I suppose it is only natural that at a time like this—the 50th anniversary of the founding of the College, our thoughts should turn toward the past. We remember the founders of Colorado College. We marvel at their faith. We cherish the memory of those who brought Colorado College out of the slough of despond into a place of fair prospect—to the Delectable Mountains—and established it upon a solid and lasting foundation. But we ought also to look ahead. What is your vision of the Colorado College of the future? Do you realize that it is now almost ten years since our newest building, Cossitt Hall, was erected. (Dedicated June, 1914)? Think of what that wonderful campus of 50 acres in the very heart of one of the finest cities of the United States would be like with a fine new Chapel—a building devoted solely to daily and Sunday religious meetings and the more formal academic occasions of the college year. Imagine the Coburn Library ex-



A WOMEN'S COLLEGE INSIDE OF A CO-EDUCATIONAL INSTITUTION

tended along Cascade Avenue twice or three times its present length. The memorial flagstaff gracing the center of our campus. A Students' Union adjacent to Palmer providing a home for the many and varied undergraduate organizations and containing a cooperative store and an appropriate auditorium for student dramatic and musical performances. Another hall or two for the girls—we shall perhaps need another building next fall unless we prefer to turn away some of those who come from outside our city to enroll as Colorado College students.

Is this all a mere dream? Not at all. It is the necessary setting for the true Colorado College of the future. Why should we not expect to have at Colorado College within your life time and mine a faculty unrivalled by that of any similar institution, an undergraduate body two or three times our present enrollment and a summer school famous throughout the United States?

All this will take money, you say. Yes, and it will take more than that. It will take a faith equal to that of those loyal friends of this College of whom Dr. Storrs said in 1880:

"There are some people in Colorado interested in Colorado College who have either unbounded gall or infinite love: for they don't know how to let up."

When Dr. Hamilton Holt spoke in Perkins Hall some time ago he told us that he had once heard a million dollar sermon. He referred to the time that Dr. Gunsaulus preached on the subject "What I would do with a Million Dollars." After the sermon a member of the congregation stepped up to him and told him to go ahead and the million would be forthcoming. The Armour Institute was the embodiment of that dream. I wish that some of our hopes and dreams for Colorado College would find as speedy a realization. We too are looking for a million dollars—or almost a million. You are all familiar with the generous offer made by the General Education Board a few years ago. They will give us \$300,000 provided that we can raise an additional \$600,000. When the time limit expired last June we had secured subscriptions amounting to less than half that sum. The Board at that time very kindly granted us one year of grace—of which all but two months has now expired.



"THAT WONDERFUL CAMPUS IN THE HEART OF ONE OF THE FINEST CITIES OF THE UNITED STATES"

When you recall that all our plans for three years past have been made with the expectation that this campaign would be successfully ended by June of last year and that we are instead already subject to the loss of \$15,000 annually, a gift for several years past generously made to the college by the General Education Board pending the completion of our campaign but now discontinued, you will realize how serious the situation is. Not only is there no possibility for growth and advancement without the needed means for increased endowment, but it is even doubtful if we can continue the present necessary scale of salaries for the faculty unless we are successful in this campaign.

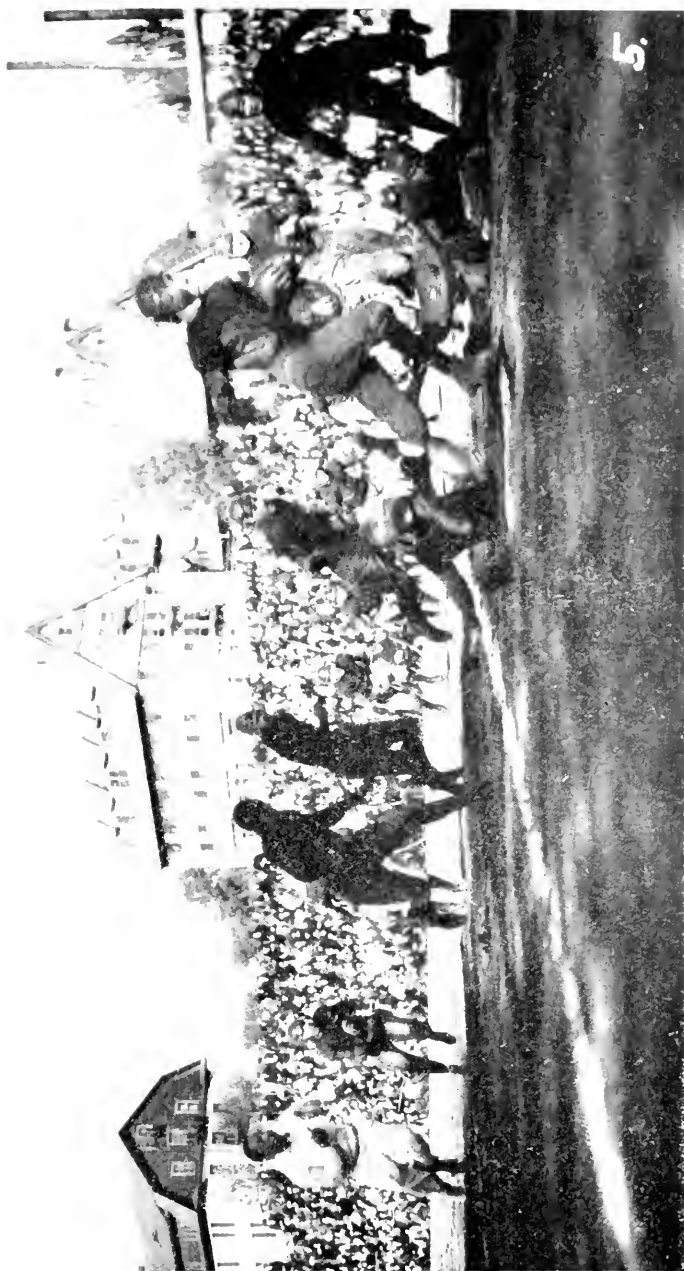
When I sent out my letter to graduates and former students of Colorado College last January, I stated that the Alumni had thus far pledged approximately \$23,000 and that the total number of Alumni subscribers was 285. I am greatly pleased with the response thus far accorded that letter. Up to April 15 additional pledges amounting to \$7,045 had been

received from individuals. Furthermore, the C. C. Alumni Association of Pueblo, Colorado has recently pledged \$5000 to the cause, following the example of the Denver Women's C. C. Club who pledged a like amount last year. It is our hope that other associations of alumni will find it possible to follow this splendid example. The total number of Colorado College people amounts to some 1400 graduates and 3500 ex-students. Subscriptions already made by individuals range in amount from \$5.00 to \$500.00. The majority are for \$50.00, \$100.00 and \$150.00. The memorial to the twenty-five Alumni who gave their lives in behalf of their country during the great War has not been forgotten. Thus far over \$12,000 has been subscribed for this specific purpose. You recall that it is our hope to establish in memory of each of these sons and daughters of Colorado College a scholarship of the value of \$2,000, bearing the name of the man or woman it is intended to commemorate. It is planned also to erect a memorial flag-staff in the center of the campus, surmounting an ornamental base appropriately inscribed. The estimated cost for this is approximately \$5,000. Subscribers to the Endowment Fund who care to do so, may specify that their gifts are to be applied for the establishment of these memorial scholarships.

I want to remind you of the splendid response made by the students last year to the appeal for subscriptions to the Endowment Fund Campaign. The amount of money pledged was by no means an insignificant one, \$18,000, but even more gratifying than the money was the large number of subscriptions received, for the contributors are investing in loyalty to the College. Colorado College will mean more to them now that they actually own part of it. It is a true saying that where a man's treasure is, there will his heart be also. I may state in passing that the faculty have pledged about \$15,000.

To secure the remainder of the money needed for the General Endowment Fund is, of course, the great task of the Trustees this year, but all who have the best interests of Colorado College at heart should feel an equal responsibility in this matter.

There are many distinctive features in the life of Colorado College which draw our hearts with an irresistible appeal, and



C. C. ALL-CONFERENCE QUARTER-BACK MAKING A SENSATIONAL
GAIN THROUGH AGGIES

cling to our memories long after undergraduate days are forever past. There is, for example, the unique status of the girls who room in the halls—their separate life and traditions—virtually a woman's college inside of a co-educational institution. We must not forget the part that Dean Loomis played in establishing and maintaining that department of our college life. And we are fortunate indeed in finding today in her successor, Mrs. Mabel Lee, one of our own graduates, so able and successful a Dean and so loyal and faithful an alumna. Then we have the many traditions of the past that endear it to us all, and that serve to bind together earlier and later generations of students in an unbreakable chain: the Barbecue, Insignia Day, the Christmas performance of Eager Heart, the Colonial Ball, Senior Pikers' Day, the final hike to Bruin on Commencement night—you know them all far better than I do. But in and through them all we can feel the vital presence of the spirit of the place.

College spirit is an intangible, indescribable, but unmistakable something that transforms a heterogeneous mass of individual personalities into one living, pulsing, potent group that we call a college. Without it there is nothing but a campus full of buildings and the machinery for grinding out graduates by means of a dull, uninspiring process in the due progression of the years. With it you can do *anything*.

It is something that comes to you suddenly—all in a moment—but if it's the real thing it lasts forever.

If you will pardon the personal allusion, I got my first hint of what college spirit might mean when I marched with my classmates to the Cannon Rush one moonlight night in September in the fall of '01. I felt it for the first time in all its fullness when I stood in the stands with the cheering section after my college was defeated in the greatest football game of the season and cheered for each member of that beaten team and scrub.

College spirit has this peculiar thing about it—it makes you loyal to your college in time of disaster and defeat even more than in the day of triumph. But it more often carries a hopelessly outclassed team to a brilliant and unexpected victory.

It is by no means confined to the athletic field. It may—and often does—have its origin in the stands at a football game, but there is a deeper and more lasting exaltation of spirit that comes in later years—you have all felt it, I am sure



“OLD PALMER’S MASSIVE WALLS”

—with every singing of “Our Colorado” and even at every mention of Colorado College. For wherever and whenever your feeling of loyalty and devotion to the College may have begun, it will last as long as life itself.

And so I want to close by asking you a question: What is Colorado College?

At first thought it might seem sufficient to point to Palmer Hall and say: “There stands the College.” But of course we mean something more than brick or stone; a building or a group of buildings is only a shell, only the outward evidence of the existence of something bigger and more vital. A better answer would be: “Colorado College consists of the group of people gathered each morning in Ferkins Hall.” But again we shall find it necessary, upon consideration, to modify our statement. The undergraduate body is too unstable and

changing. There are no two years when it is the same. It is made up of a stream of students constantly moving on. Three quarters of the undergraduates you knew as freshmen passed out before you, and in your senior year three quarters of the student body was made up of those who had entered since you came. The real Colorado College is a larger and more permanent thing than that. It is made up of all who have ever graduated from this place; it consists of the great body of Alumni. It is confined to no one place but exists wherever those who have studied at C. C. are now to be found. During the war a substantial portion of it was located at Fort Riley. Today it is in China, Korea, Japan, India, South America, Palestine—you know better than I where the Alumni of this institution are, and what they are doing.

I expect the Colorado College of the future to be very different from the Colorado College of today, in many, many ways. But there is one thing that I hope will never change, and that is the love and loyalty of her sons and daughters, which is manifest to the world today as in the past in that rare thing which we know by the name of Colorado College Spirit.

It is hard—perhaps impossible—to analyze the effect which a College makes upon the impressionable minds and affections of those who are privileged to spend the happy years of undergraduate life in the goodly fellowship of an academic community. The only thing that *is* certain is that we *do* find in college something infinitely more precious than even the education for which we ostensibly come. When one C. C. alumnus meets another, though it be a stranger whom he has never before seen or heard of, he feels at once the existence of a bond of sympathy, a deep and lasting tie which associates them, both with Colorado College and with all who have ever been connected with it.

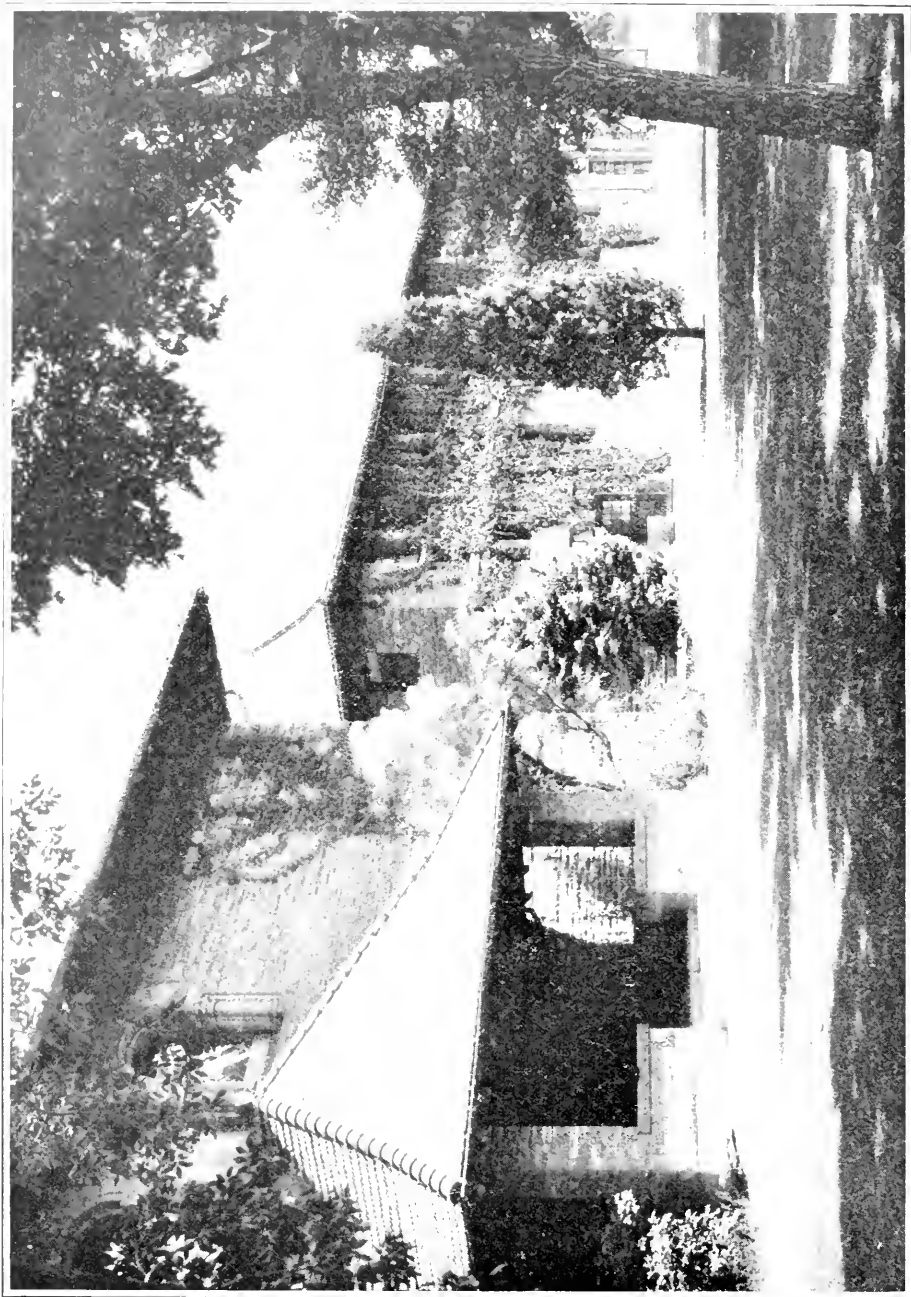
There is a story of three recent college graduates who met on a transcontinental train and who were comparing notes. The first said: "I graduated from the University of Illinois, *cum laude!*" And the second remarked: "I took my degree at Missouri, *magna cum laude!*" "And you?", they asked, turning to the third. "Oh", was the reply, "I graduated from Yale, *mirabile dictu!*"

If you are a Colorado College man or woman—it matters not whether you took your degree with the highest praise or with some slight surprise—you have at once and forever a kinship with all other C. C. Alumni everywhere.

Let me tell you of an incident which occurred during the early days of the entry of the United States into the World War. There was a young man whose father had been a Princeton man—who came from a Princeton family—and who had looked forward throughout the years of preparation to the day when he should himself enroll as a freshman at the college of which he had always heard so much. That time came. But it proved to be the very day on which the transport which was to carry him to France to serve as a soldier was scheduled to sail from New York harbor. He took an early train to Princeton; matriculated with his class and saw his name duly entered on the records—and went back to New York and set sail with his regiment for the battlefields. But he carried with him the proud thought that he was now—by that single act—a Princeton man as his father had been before him.

This is, of course, an extreme case. I cite it only to make clear to you that the Alumni of a college include all those who have ever been associated with it for even the briefest period. Only let me emphasize the fact that it is to the interest of both the individual student and the college itself that we shall have at C. C. an increasingly large number of *graduates*—of men and women who spend the full four years with us and take a degree. This is the only way in which we can hope to preserve our traditions from one student generation to another and to maintain the Colorado College spirit unimpaired.

Isn't this the normal and natural course of events: first, four happy years at Colorado College, making friendships, training our minds, moulding our characters, learning to be loyal. Then a life-time of service marked indelibly by the stamp of the characteristic spirit of the place. The sons and daughters of Colorado College are now in this fiftieth year of her life scattered over the face of the whole world. That is right and we would not have it otherwise. But the College of today still says to its Alumni, here, there, and everywhere:



COBURN LIBRARY AND PERKINS
"AS IVY SLOWLY CREEPS ABOUT A WALL"

"We're right behind you,
Wherever we find you
Under the Black and the Gold".

We have caught a glimpse of the vision which inspired Colorado College men and women in the past. What does it all mean to us now? What may it mean to us and to others in days to come?

I should like to give an answer to that question by reading some lines written by my brother, "A Poem for the Fiftieth Anniversary of Colorado College":

COLORADO COLLEGE

A Poem for the Fiftieth Anniversary of Its Founding

Herbert Edward Mierow

Not for the sake of buildings worn by time,
O Colorado, not that thou art gray
With many years—nay, for thou hast but reached
The threshold of a glorious life to be,
Now, like Athenian youth, thy sons do swear
To leave their college and the state not worse
But better than they found them—and to seek,
And follow through the devious ways of life
The star of wisdom that, long years ago,
They first saw shining from thy classic halls.

Thy life is closely intertwined with ours,
As ivy slowly creeps about a wall.
Though far away, thy sons, in memory's glass,
Still clearly see old Palmer's massive walls
And Cutler tower framed against a sky
Where mountains stand, great pillars of God's realm.
Some things there are which all-consuming time
Cannot erase: the flaming dawn that rose
To throw her rosy mantle on the hills;
And gorgeous twilight with her purple robes.
They cast their radiant halo over all
And shone upon our life—they are a part
Of us. And we in them but dimly see
The shining hem of God's celestial garb.
It is the vision that we sometimes caught
In Plato, or in Shakespeare's glowing words.
All these are one and come from realms on high.

Serene and still our college stands apart
Upon the lifted lands—and like a star,
That hangs above the hills with brilliant gleam,
Our Colorado calls us up the heights.

Like weary ships that turn at last to harbor
After a long sea voyage, thy sons to thee
Shall ever turn, and find thee still unchanged.

MEN AND WOMEN OF COLORADO COLLEGE

I have been requested to publish this address and send it out to all Alumni and former students of Colorado College, since the number to whom I was able to speak was necessarily limited. We feel that the Alumni as a whole are interested in hearing about the College. We feel, too, that a very much larger number than those who have already subscribed will wish to contribute to this Endowment Campaign before it is too late.

A recent letter from an alumnus now in Ram Allah, Palestine says:

"Your circular letter of January 1 and the January Alumni Bulletin have reached me in this far away place and their interesting news has carried my heart almost half way round the globe to dear old C. C. I enclose a very small check, wishing it was bigger, but merely wanting to help swell the number of Alumni who have not forgotten the College."

This is typical of the attitude of Alumni and former students everywhere. Other contributors have sent checks from China, Bulgaria and South America.

But many who fully intend to make subscriptions have doubtless postponed doing so, perhaps in the hope of being able to do more at a later time.

The point that must not be overlooked is that

THIS IS THE LAST CALL!

Unless you fill out TODAY the subscription blank you will find on the back of this page, it will be too late! And please do not forget that while the pledge must be in before June 30, 1924, the amount subscribed need not be paid until June 30, 1928. If you have not already subscribed, will you not decide now to make an annual gift to the College for the next four years?

Our aim is 100% of subscribers from the 4,000 Alumni and former students of the College.

CHARLES C. MIEROW,
Acting President.

The Colorado College Endowment Campaign, 1924

SUBSCRIPTION

192

\$

(Total Subscribed)

In consideration of like promises by others, and of contributions to meet a conditional subscription of \$300,000 by the General Education Board, and to secure new endowment of not less than \$900,000, I hereby subscribe and promise to pay to **The**

Colorado College

Dollars, (\$

The sum herewith subscribed will be due and payable on

(Date)

installments of \$ each on

(Dates)

I request that this contribution be added to the General Endowment Fund.*

Name

Address

If Alumni:—Class of

*If the subscriber prefers, subscriptions may be made for other endowment purposes.

(Cut off on this line)

COLORADO COLLEGE PUBLICATION

General Series No. 126

Social Science Series, Vol II, No. 18

Honor Men and Women *of* Colorado College

COMPILED BY J. G. MCMURTRY, A. M., PH. D.

Secretary of the Colorado College

Chapter of Phi Beta Kappa

September, 1924

FOREWORD

In preparing the material for this bulletin which has to do with the "honor" men and women of Colorado College, an effort, lasting through months of time, has been made to get a definite statement from each member of the Phi Beta Kappa Society of the college. It is deeply regretted that at the time of going to press there are so many who have not sent in the desired information. In several instances it has been possible to get some information from sources which are believed to be thoroughly reliable, and that information, though often meagre, is given together with the notation "No Response." Only a very few of the requests sent out were returned without delivery to the party addressed, and in such cases you will find the notation "Present address not known."

HONOR MEN AND WOMEN OF COLORADO COLLEGE

Members of Phi Beta Kappa

Beta Chapter of Colorado, Colorado College, Colorado Springs, is Chapter Number 59 of the United Chapters of Phi Beta Kappa. It was organized November 11, 1904, and a brief account of the organization of the Chapter can be found in Phi Beta Kappa Publications, New Series, No. 2, June 1905.

CHARTER MEMBERS

*Professor Moses Clement Gile, Litt. D., Brown 1883, Colorado Springs. Died 1916.

Professor Elijah Clarence Hills, Ph. D., Cornell 1892, Berkeley, Cal.

Instructor Edith Preston Hubbard, Vassar, 1901, Plymouth, Mass.

Dean Ruth Loomis, Litt. D., Vassar 1885, Alumna 1899, New York, N. Y.

Professor Frank Herbert Loud, Ph. D., Amherst 1873, Colorado Springs.

Professor Edward Smith Parsons, LL. D., Amherst 1883, Marietta, Ohio.

Professor Sidney Fawcett Pattison, Ph. D., Williams 1899, Tucson, Ariz.

Professor Hugh Allison Smith, Ph. D., Missouri 1897, Alumnus 1902, Madison, Wis.

FOUNDATION MEMBERS

HONORARY

Florian Cajori, A. B., Wisconsin, 1883; Ph. D., Tulane, 1894; LL. D., U. of Colo., 1912; Sc. D., Colorado College, and U. of Wis. 1913. Professor of Mathematics since 1889. Professor Colorado College 1889-1917; Dean Department of Engineering 1903-17. Professor of History of Mathematics, U. of Cal. 1917-. Member American Mathematical Society; Mathematical Association of America; Deutsche Mathematiker Vereinigung; Circolo Mathematico de Palermo; A. A. A. S.; Society for the Promotion of Engineering Education. Author of various treatises on the Teach-

ing and History of Mathematics and the Physical Sciences. Congregationalist. W. W. (Who's Who in America).

Address. University of California, Berkeley, Cal.

William Frederick Slocum, A. B., Amherst, 1874; LL.D., Amherst, 1893, U. of Neb., 1894, Illinois College, 1904, Harvard U., 1912 and Colorado College, 1917; D. D., Beloit, 1901. Congregational ministry 1878-88. President Colorado College, 1888-1917; President Emeritus, 1917-. Member Staff and Ex. Com. of League to Enforce Peace, 1917. Organizer and for five years President State Board of Charities and Corrections of Colo., also President State Board of Pardons. Lecturer and contributor to various journals on educational, sociological and ethical subjects. Century Club (N. Y.); University; Tavern (Boston). Congregationalist.

Address. Newton Centre, Mass. W. W.

*Edward Payson Tenney, A. M., Dartmouth, 1878; Congregational ministry in Mass. for 18 years. Editor on various religious papers for a short period. President of Colorado College, 1876-84. Author of many books and pamphlets. Died 1916. W. W.

ALUMNI

1882

Parker Sedgwick Halleck, A. B., 1882.

Address unknown.

Frederick Wells Tuckerman, A. B., 1882. U. S. Pension Examiner.

Address. 1720 South Nevada Ave., Colorado Springs, Colo.

1891

*Frederick R. Hastings, Ph. B., 1891; A. M., 1892. Died 1915.

1893

Harvey Short Murdock, A. B., 1893. Clergyman.

Address. care of Witherspoon College, Buckhorn, Kentucky. No Response.

1894

William Luther Tibbs, Ph. B., 1894. Student Yale Law School, 1894-96 with degree LL. B. Practiced law in Chicago

1896-01, and in Milwaukee since that date. For ten years Special District Attorney for Milwaukee County. Married 1901 to Miss Marion Collier of Champaign, Ill. Three children: Robert, Jeanne, and Marion. Robert a Junior Phi Beta Kappa at Yale. Congregationalist.

Address, Office, 831-35 Merchants and Manufacturers Bank Building; Home, 755 Stowell Ave., Milwaukee, Wis.

1895

Jonathan Taylor Rorer, A. B., 1895. Graduate work in Mathematics, Astronomy and Education, University of Pennsylvania, 1897-01, with Ph. D. degree. Taught Mathematics in Central High School, Philadelphia, 1895-00; William Penn High School 1909-. Head of Department of Mathematics. Extra mural teacher and summer lecturer in Methods in Mathematics for the Department of Education of Johns Hopkins University and the University of Pennsylvania, and Temple University, 1920-. Principal William Penn and Central Evening High Schools, 1916-. Married Marion Ballou of Boston, June 14, 1899. No children. Educational Director A. E. F., Second Division, Army of Occupation, Germany, February-July 1919. Vestryman and Lay-Reader, St. Andrews Protestant Episcopal Church, West Philadelphia, also, St. Johns by the Sea, Avalon, New Jersey. Past Vice-President Schoolmens Club of Philadelphia, past Treasurer Phi Beta Kappa Association of Philadelphia. Member Military order of the Loyal Legion, American Association for the Advancement of Science, American Mathematical Society, American Astronomical Society. Past President Middle States Association of Teachers of Mathematics. Address, 333 North 34th Street, Philadelphia.

1896

Winona Bailey, A. B., 1896; A. M. (Columbia U.) 1903. Teacher.

Address, 1426 Warren Ave., Seattle, Wash. No Response.

Herman G. A. Brauer, Ph. B., 1896; M. A., 1897. Present address unknown.

1897

Mrs. Dr. H. P. (Frances J. Bayley) Packard, A. B. 1897. Missionary. Has lived in Persia since 1906, first at Urumia, where her husband was a physician under the Presbyterian Board of Missions; after the war at Kerman-shah, and now at Tabriz. She assists her husband in his medical work, also teaches. Five children: Hubert, b. 1904, Frank Bayley, b. 1908, Malcolm, b. 1909 d. 1916, Harold, b. 1912, Dwight, b. 1916. Both Dr. and Mrs. Packard are members of the Central Presbyterian Church, Buffalo, N. Y., which church supports them in the Missionary Field.

Address, care of The Presbyterian Board of Foreign Missions, 156 Fifth Ave., N. Y.

Ella Louise Taylor, A. B. 1897. Graduate student. Colorado College, A. M., 1901. Instructor in Cutler Academy, Colorado College, 1905-14; Central High School, Pueblo, 1914-17, and Instructor in French and Spanish, Colorado Springs High School, 1917-. Summer Session, University of Colorado, French, 1921; Colorado College, 1922, and University of New Mexico, Spanish, 1923. Address, 409 North Tejon St., Colorado Springs, Colo.

1898

Mrs. Ervin Drayton (Della Gandy) Stuart, Ph. B., 1898. Graduate work University of Chicago, 1902-03 with degree Ph. M., taught Latin and English in Riverside (California) High School 1905-12, and Long Beach Polytechnic High School 1912-13. Writer of Special articles for Riverside Press. Married September 2, 1913. Husband a Civil and Irrigation Engineer of Imperial, California. One child: Jean, b. 1915. Organized and served as president of Imperial Valley A. A. U. W. Reorganized and served as president of Ventura County A. A. U. W. Active in P. T. A. work. Methodist. Republican.

Address, 828 West Santa Paula St., Santa Paula, Cal.

*Frank K. Bailey, B. S., 1898. Formerly Professor in Department of Physics, Ohio State University. Died, July 1909.

1899

- *Lester McLean, Jr., A. B., 1899. Died, August 1905.
 Mrs. Robert B. (Aimee Wakefield) Wolf, A. B., 1899. Teacher
 1899-00. Married 1900. One son, Lieut. Paul W. Wolf,
 U. S. A., b. 1901. Regent Kinnikinnik Chapter D. A. R.
 Address, 1628 North Nevada Avenue, Colorado Springs,
 Colorado.

1900

- Albert Converse Ingersoll, A. B., 1900. Married.
 Address, care of Cleveland Coal Company, Cleveland,
 Ohio. No Response.
 Roy Milo McClintock, Ph. B., 1900. Married.
 Present address unknown.
 Robert Tunstall Walker, Ph. B., 1900. Metallurgical and
 Mining Engineer.
 Address, Humboldt, Arizona. No Response.

1901

- Mrs. Arthur E. (Grace Louise Bradshaw) Holt, A. B., 1901.
 Husband Congregational minister, recently National So-
 cial Secretary for Congregational Churches with office in
 Beacon St., Boston; now Professor of Sociology, Univer-
 sity of Chicago. Three children: Two daughters and one
 son.
 Address, care of Department of Sociology, University
 of Chicago. No Response.
 Hugh McLean, A. B. 1901; Graduate Student University of
 Denver Law School, LL. B., 1906. Professor of Law and
 Secretary-Treasurer of University of Denver Law School,
 1908-. President Denver Bar Association, 1923-24. Al-
 lumni Trustee of Colorado College 1920-. Married Rosa-
 mond Denison in 1910. Four children: Agnes D., Bara-
 bel, Mary S., and Gertrude D.
 Address, 1059 Pontiac Street, Denver, Colo.
 William P. Nash, A. B., 1901.
 Address unknown.
 Benjamin Mckie Rastall, Ph. B., 1901; A. M., 1905. Physi-
 cian and Surgeon. Married Miss Lorinda Sallisbury of

Saratoga Springs, N. Y. In government service during the war.

Address, 140 Montgomery St., San Francisco, Cal. No Response.

1902

*Cora E. Draper, Ph. B., 1902. Died, January 1917.

Frank Hubbard Gleason, A. B. 1902. Married February 27, 1906 to Miss Ida M. Roner of Cheyenne, Wyoming. Two children: Gertrude and William Gleason. Business: Credit Department The B. F. Goodrich Rubber Company, Denver Branch. Congregationalist. Republican. Address, 765 Lafayette Street, Denver, Colo.

Mrs. Sperry (Ella Louisa Graber) Packard, A. B. 1902. Taught in Presbyterian Academy, Salida, Colo., 1902-04; Colorado Springs High School, 1904-09. Married 1909. Three children: Robert, b. 1910, d. 1911; David, b. 1912; Anne, b. 1915. Presbyterian. Address, 2909 High Street, Pueblo, Colo.

Leonard Rose Ingersoll, B. S., 1902. Graduate student, University of Wisconsin, 1902-05. Ph. D., 1905. Married Miss Ethel Smeigh of Denver, June 1907 (d. April 3, 1917.) Instructor in Physics, 1905-08; Assistant Professor, 1908-10; Associate Professor, University of Wisconsin, 1910-. Fellow A. A. A. S., Member American Physical Society; Wisconsin Academy of Science, Arts and Letters; Sigma Xi; Smithsonian Expedition to Mt. Wilson, Cal., for solar investigations, 1905, 06, 09. Four children: Barbara May, Anne Dorsey, Hugh David, and Alfred Cajori, aged fifteen, eleven, eight and four years respectively. Author. Congregationalist. W. W. Address, 1933 West Lawn Ave., Madison, Wis.

Mrs. Charles Elliott (Bertha M. McKinnie) Phelps, A. B., 1902. Married October 18, 1905. Two children: McKinnie Lee, and Katherine Porter Phelps. Husband's business, Farmer. Presbyterian. Republican. Address, R. F. D., #6, Monmouth, Ill.

Mrs. Melville Fuller (Osie Frances Smith) Coolbaugh, A. B., 1902. Married November, 17, 1905. Four children, John, b. February 8, 1907; Franklin, b. December 21,

1908; Lois May, b. May 27, 1912, and David Fogg, b. May 8, 1920. Presbyterian. Democrat. Husband Metallurgical Chemist with office in Denver. Address, 1700 Maple Street, Golden, Colo.

1903

Mrs. Benjamin Merrill (Ella S. Fillius) Holt, A. B., 1905. Post Graduate student Bryn Mawr College, 1903-04. Married in 1906. Two children: Richard F., aged 17 years, and Benjamin M., aged 10. Mr. Holt died in 1920. For the last two years Instructor in English at the College of Idaho, Caldwell, Idaho.

Address, 406 Kimball Avenue, Caldwell, Idaho.

Henry Lacy McClintock, Ph. B., 1903; LL.B., Denver University, 1906. For some years with Editorial Department of West (Law Books) Publishing Company, St. Paul, Minn. Married Charlotte Smith (Minnesota U. 1910) September 21, 1915. Two children: Mary, b. July 4, 1916, and Frank, b. January 2, 1921. Post Graduate student in Harvard Law School 1923-24. Served during the war as Lieut. in 102 F. A., 26th Division. Baptist. Democrat.

Address, Minneapolis, Minn.

Nellie Eva Stephens, A. B., 1903. Teacher of History.

Address, 1025 West 68th St. Los Angeles, Cal. No Response.

*William C. Browning, Ph. B. 1903. Died 1903.

1904

*James Archer Birchley, A. B. 1904; A. M. 1906. Teacher.

Y. M. C. A. work during the war. Killed in service, 1916.

Albert Chain Hardy, A. B. 1904.

Address, 1430 Garfield St., Denver, Colo. No Response.

Mabel Jencks, A. B., 1904. Graduate student Radcliffe College, 1904-05. Teacher for some years. Since 1919 Clerk in the U. S. Treasury, Washington.

Address, 938 Rhode Island Ave., N. W., Washington, D. C.

Francis M. Loud, A. B., 1904. B. S. in Electrical Engineering, Massachusetts Institute of Technology, 1909. Unmarried. Electrical Engineer with Jackson and More-

land, Consulting Engineers, Boston. Congregationalist. Member American Institute of Electrical Engineers; American Railway Association (Signal Corps), and New University Club of Boston. Ensign U. S. Naval Reserve Force.

Address, 223 Commercial St., Weymouth, Mass.

Ella Louise Warner, A. B., 1904. Teacher of English, Manual Training High School, Denver, 1904-.

Address, The Wellington, 1450 Grant Street, Denver, Colo.

Sarah F. Wolverton, Ph. B., 1904; M. A., 1905. Teacher.

Address, 1041 South Oxford Ave., Los Angeles, Cal. No Response.

UNDERGRADUATES

1905

Mrs. Maurice C. (Lola May Davis) Hall, A. B., 1905.

Address, 6006 33rd St. N. W., Washington, D. C. No Response.

Maurice C. Hall, B. S., 1905. Married Lola May Davis. With Park Davis & Company.

Address, 6006 33rd St., N. W., Washington, D. C. No Response.

*Florence I. Haynes, A. B., 1905. Died May 1910.

Jean Rose Ingersoll, A. B., 1905. Teacher.

Address, 3063 West Lake Place, Denver, Colo. No Response.

Mary Card Porter, A. B., 1905. Summer School student at Harvard University and Teachers' College, Columbia University. Travel in Europe and the Orient. Teacher of English, Denver, Colorado, High Schools 1907-19, and in High School Department of Punahou School, Honolulu, 1919-.

Address, care of Punahou School, Honolulu, Hawaii.

Mrs. Lester Snow (Laura Stiles) Bale, A. B., 1905.

Present address not known.

1906

Leo Williams Bortree, S. B., 1906. Student Harvard Medical School, 1906-10, with degree of M. D. Practicing Physi-

cian and Surgeon since that date. Married Nellie C. Cheeley (C. C. 1910) August 1916. Vestryman Grace Episcopal Church. Alumni Trustee of Colorado College 1920-.

Address, 2104 North Cascade Ave., Colorado Springs, Colo.

Philip Fitch, A. B. 1906. Teacher, Ironton School.

Address, 3251 Alcott St., Denver, Colo. No Response.

Violet Louise Holcomb, A. B., 1906. Graduate student Radcliffe College, M. A., 1907-08. Mount Holyoke College, 1909-11. Sometime connected with the Department of Physics, Pennsylvania College for Women, Pittsburg, Pa. Address, 300 Main St., Suffield, Mass. No Response.

*Mrs. Leigh (Alice I. Kidder) Pennington, A. B., 1906. Died, October 1913.

Orrie W. Stewart, B. S., 1910. Instructor, Department of Chemistry, Colorado College, 1906-12. Photographic Supplies and Photo Engraving, 1912-. Married Helen W. Wilson. One child: Helen Jean, b. November 1, 1920.

Address, Stewart Bros. Photographic Supply House, Colorado Springs, Colo.

1907

Grace Sylvia Barker, A. B. 1907. Head of the Department of Mathematics, Bryn Mawr College.

Address, Llysfrau House, Gulp Road, Bryn Mawr, Pa.

Mabel S. Bateman, A. B., 1907, Instructor in Mathematics, Cutler Academy, 1907-11. M. A., 1910. Instructor in Mathematics, Colorado Springs High School, 1911-20. Chairman Department of Mathematics, Colorado Springs High School, 1921-24. Student Colorado College Summer School, 1923.

Address, 1419 North Tejon St., Colorado Springs, Colo.

Carl Arthur Hedbloom, A. B., 1907; A. M., 1908. Student Harvard Medical School, 1907-11; M. D., 1911. Eighteen months as Interne in Massachusetts General Hospital. Professor of Surgery and Head of the Surgical Department of the Harvard Medical School in China at Shanghai until 1916, when this school was taken over by

the Rockefeller Foundation. Fellow in The Mayo Clinic, with degree of Doctor of Philosophy in Surgery, 1920. Surgical Section of Mayo Clinic, 1920-. Honorary degree Sc. D., Colorado College, 1921. Married Miss Eleanor Pease June 13, 1913. Four children: Carl Arthur, Jr., George Gordon, Peter Richard, and Eleanor Jane; aged nine, eight, five, and three respectively. Congregationalist. Republican. Has published a number of articles in current medical journals dealing with the surgical treatment of diseases of the thorax.

Address, care of The Mayo Clinic, Rochester, Minn.

Ruth Agnes Ragan, A. B., 1907. Y. W. C. A. work in Japan, 1907-12. Office Executive for Foreign Department of the National Board of the Y. W. C. A., New York City, 1912-21. Again connected with the work in Japan 1921-. Address, 960 Nozakicho, Kita-Ku, Osaka, Japan.

*Marie A. Sahm, A. B., 1907; A. M., 1908. Formerly Lecturer on Art, and Professor of History of Art and Classical Archaeology, Colorado College. Died, April 1919.

Montgomery Rochester Smith, A. B., 1907. Teacher South Side High School, Denver, 1907-15. M. A., University of Denver, 1915. Red Cross service during the war. Internal Revenue Agent's office, checking returns of corporations, 1918-20. With Parker and Maddock, Federal Tax Specialists, Denver, 1920-22. Certified Public Accountant, 1922. Tax and Accounting Expert, 1923-. Address, 1320 Adams St., Denver, Colo.

Laura Vesta Tanner, A. B., 1907. Teacher, Miss Spence's school.

Address, 134 West 12th St., New York, N. Y. No Response.

1908

Jean Muriel Auld, A. B., 1908.

Address, 404 West Ave., Alamosa, Colo. No Response.

Ruth H. Frothingham, A. B., 1908. Teacher of Spanish, Santa Anna High School, 1908-. Summer school student University of California; University of Southern Cali-

fornia; University of Mexico. Special interests, church work and music.

Address, 529 South Ross St., Santa Anna, Cal.

Mrs. Harold DeWitt (Rhoda Norton Haynes) Roberts, A. B., 1908.

Address, 4025 East 18th Ave. Denver, Colo. No Response.

John MacArthur Maguire, A. B., 1908. Student Harvard Law School, 1908-11 with LL. B. degree. Practiced Law with firm of Hale and Grinnell, Boston 1911, admitted to firm 1916. Attorney in the War Emergency Division, Department of Justice, Washington D. C. 1917, and in 1918 head of the office controlling the arrest, internment, and parole of alien enemies. 1919 became a partner in the firm of Hale and Dorr, Boston and in 1923 appointed professor of law at the Harvard Law School, teaching evidence and criminal law. Married Mary Ballantine Hume, Ph. D., of Ahmednagar, India. Has written for the Harvard Law Review, Yale Law Journal, American Law Review, and Massachusetts Law Quarterly. Address, care of Law School of Harvard University, Cambridge, Mass.

Harold DeWitt Roberts, A. B., 1908. Student Harvard Law School, 1908-11. Married Rhoda Haynes (C. C., '08.) Alumni trustee of Colorado College, 1921-. Attorney. Address, 4025 East 18th Ave., Denver, Colo. No Response.

1909

William Walter Cort, A. B., 1909. Married Nellie Gleason. Assistant and graduate student, University of Illinois, 1909-12. Instructor, Colorado College, 1912-13. Fellow, University of Illinois, Ph. D., 1913-14. Professor of Biology, Macalester College, Minn., 1904-16. Sometime Assistant Professor in Department of Zoology, University of California. Now connected with Johns Hopkins University, Baltimore. Address, 3608 Woodbine Ave. Baltimore, Md. No Response.

*Hampartsoom Harootunian, A. B., 1909; A. M., 1911. Died, July 1913.

Mrs. Henry (Ida Margaret Johnson) Harrison, A. B., 1909.
Present address unknown.

Ethel Clare Norton, A. B., 1909. A. M., 1913. Graduate Student Columbia University, 1915-16; Student at the University of Paris and at Alliance Francaise, summer of 1922, Certificate from the Alliance; Teacher of French and Latin, Pueblo High School, 1910-12; Instructor in French and Spanish, University of Texas, 1913-15; Professor of Spanish and German, Missouri State Normal School, Cape Girardeau, Mo., 1916-17; Professor of Romance Languages, Illinois Wesleyan University, 1917-23; Professor Romance Languages, Tennessee College, Murfreesboro, Tenn., 1923-. Baptist. P. E. O. Member A. A. U. W., Business and Professional Women's Club and Women's Club of Murfreesboro and the Tennessee Philological Association.
Permanent address, 1020 North Wahsatch Ave., Colorado Springs, Colo.

Mrs. Rev. David (Hixie Mildred Rider) Martin, A. B., 1909; A. M., 1913.

Address, Leadville, Colorado. No Response.

Charles Miller Rose, A. B., 1909. Business.

Address, 427 West 21st Street, Pueblo, Colo. No Response.

Julia Faith Skinner, A. B., Colorado College, 1909. Taught English and German in the High School at Eaton, Colo., 1909-10. M. D., Women's Medical College of Pennsylvania, 1916. Resident Physician, Woman's Hospital of Philadelphia, 1916-17. Chief Resident, Chestnut Hill Hospital, 1918. Assistant on the Gynecological Staff of the Woman's Hospital of Philadelphia, 1918-23. Associate Gynecologist, Woman's Hospital, 1924. Associate Clinical Professor of Gynecology, Woman's Medical College of Pennsylvania, 1923. Physician to Carson College, Consulting Gynecologist to the Home for Orphan Girls, Assistant to the Obstetrical Staff of the Chestnut Hill Hospital. Member of the Philadelphia County Medical Society, the Obstetrical Society, and the Pediatric Society.

Address, 333 North 34th St., Philadelphia, Penn.

1910

Adelaide Ruth Bateman, A. B., 1910. Student Summer School, Colorado State Teachers' College, 1910. Instructor in Mathematics, Ordway, Colo., 1910-11; Castle Rock, Colo., 1911-16; Colorado Springs High School, 1916-. Student University of Wisconsin Summer School, 1916; University of Colorado, 1922; Colorado College, 1923. Baptist.

Address, 1419 North Tejon St., Colorado Springs, Colo.

Mrs. Walker Moore (Millicent Amy Campbell) Van Ripper, A. B., 1910. Student of French in Paris, 1911-12; Taught French and English in Cutler Academy, 1912-14; French and Spanish in Colorado College, 1914-16. Married September 11, 1916. Husband an Investment Banker with office in Denver.

Address, 1636 Cook Street, Denver, Colo.

Henry Wilson Coil, A. B., 1910. Student University of Denver Law School, LL. B., 1910-14. Attorney.

Address, 337 Brocton Ave. Riverside, Cal. No Response.

Albert Russell Ellingwood, A. B., *summa cum laude*, 1910, majors in Mathematics and the Classics. Rhodes Scholar from Colorado 1910-13; B. G. L., Oxford University, 1913; Graduate work, University of Pennsylvania, major in Political Science, minor in Economics, Ph. D. degree, 1918. Instructor and Assistant Professor, Colorado College, 1914-19; Professor Political and Social Science, Lake Forest College, 1919-. Dean of the faculty, Lake Forest College, 1920-21; Dean of the Department of Business Administration, Lake Forest College, 1921-. Married Miss Rea Schimpeler (Wellesley 1912), June 11, 1914. Two children: Robert Whitcomb, b. May 16, 1918; Donald, b. January 8, 1923. Presbyterian. Independent. Member American Political Science Association and Colorado Mountain Club.

Address, care of Lake Forest College, Lake Forest, Ill.

Mrs. Walter C. (Elsie Mae Elrick) Barnes, A. B., 1910; A. M., 1912.

Address, care of University of Oregon, Eugene, Ore. No Response.

Julia Day Ingersoll, A. B., 1910. Teacher in Denver schools, 1910-16; East Denver High School, 1916-18; Graduate Student University of Wisconsin, 1918-19, M. A. degree 1919; Instructor in French, University of Idaho, 1919-21; Student, University of Toulouse and University of Paris, 1921-23, received Diplome pour l'Enseignement de Français a l'Etranger, and the Certificate de l'Association Internationale Phonetique. Assistant Professor of French, Address, care of Rockford College, Rockford, Illinois.

Leland Wells Pollock, A. B., 1910. U. S. Navy Paymaster. Address, 72 Lincoln Street, Boston, Mass. No Response.

Mrs. James P. (Anna Holden Strang) Baxter, A. B., 1910. Taught Latin and Ancient History, Pueblo High School, 1910-14. Graduate student University of Wisconsin in Plant Pathology, 1914-16, M. S. degree. Elected to Sigma Xi. Taught Biology in the University of Wisconsin High School, 1916-17. Taught in Colorado Springs High School 1917-19. Married June 21, 1919. Two children: James Phinney Baxter 4th, b. June 4, 1920 and Arthur Brown Baxter, b. September 13, 1923. Episcopalian. Address, 15 Kilburn Road, Belmont, Mass.

Louise Luqeer Strang, A. B., 1910. Studied Art in New York, receiving certificate from Pratt Institute 1913. Supervisor of Art work in York, Pennsylvania, 1913-16. Taught Art in the University of Wisconsin, 1919-23, with graduate work on Psychology, M. A. degree, 1923. Director of the Broadmoor Art Academy, 1923-24. Address, care of Broadmoor Art Academy, Colorado Springs, Colo.

1911

Matt Ryan Draper, A. B., 1911. Business.

Address, Box 172, Owensmouth, Cal. No Response.

Mrs. Albert W. (Elsie Greene) Draper, A. B., 1911. For many years a Y. W. C. A. Secretary, Denver, Colo. Recently become a missionary.

Address, Tulas, Caesarea, Turkey. No Response.

Addie Louise Hemenway, A. B., 1911. Substitute teacher in High School and Deaf and Blind School, 1911-13. Organist, First Methodist Church, Colorado Springs, for

eighteen months. Two years in Red Cross and Canteen work. Bookkeeper and stenographer for Hemenway Grocery Co. Member Colorado Springs Musical Club, American Musical Society—active in the work of both. Address, 1342 North Nevada Ave., Colorado Springs, Colo.

1912

Marianna Brown (Honorary), A. B., (Earlham College), 1876; A. M. (Cornell), 1894. Registrar Colorado College, 1902-17.

Address, Carmel, Ind. No Response.

Edward C. Schneider (Honorary), B. S. (Tabor), 1897; Ph. D. (Yale), 1901; Sc. D. (University of Denver), 1911. Instructor and Professor, Tabor College, 1897-1903. Professor of Biology, Colorado College, 1903-18. War Work 1918-19. Professor of Biology, Wesleyan University, Middletown, Conn., 1919-. W. W. .

Address, Wesleyan University, Middletown, Conn.

Mrs. Charles A. (Irene Aitken) Hoyle, A. B., 1912. Sometime student in the University of Chicago. Teacher.

Address, 821 South 5th Ave., Newton, Iowa. No Response.

Walter Carl Barnes, A. B., 1912. Rhodes Scholar 1913. Married Elsie Mae Elrick (C. C. '10). Sometime teacher of History in the University of California, and Professor of History in the University of British Columbia. At present Professor of History in the University of Oregon. Address, care of University of Oregon, Eugene, Ore. No Response.

Mrs. H. J. (Katherine Wilson Constant) Peterson, A. B., 1912. Sometime Y. W. C. A. Secretary, Cedar Falls, Ia.

Address, 269 North 8th St., Larmie, Wyo. No Response.

Margaret Eliza Sherman, A. B., 1912. Taught Mathematics and Sciences in Summerville Academy, Augusta, Georgia, 1912-14, and the same subjects in Lincoln School, Providence, R. I., 1914-17; since that date financial Secretary at Lincoln School.

Address, care of Lincoln School, Providence, R. I.

- Mrs. George Rodney (Frances Hazel Eames) Day, A. B., 1912. Taught in Ault High School, 1912-13; in Wheatridge High School, 1913-15. Graduate work at the University of Denver. Married July 11, 1915. Husband financial secretary of the School of Commerce of Denver University and Assistant Professor of Accounting. No children. Editor Colorado College Alumni Bulletin 1923-24. P. E. O. Tutor in Latin, Pitts School, Denver. Baptist. Interested in Y. W. C. A. work and college activities. Address, 2691 Clermont St., Denver, Colo.
- Frances Hale, A. B., 1912. Teacher Classical Languages, Colorado College, 1916-18. Address, care of Interstate Commerce Commission, Washington, D. C. No Response.
- Lillian Picken, A. B., 1912. Missionary under American Board of Foreign Missions, Address, Satara, India. No Response.
- Mrs. John H. (Lois Ellet Smith) Ehlers, A. B., 1912: A. M., 1915. Instructor in Biology, Colorado College, 1912-19. Graduate student, University of Michigan, 1916-17. Four summer sessions at Biology Station of the University of Texas, Douglas Lake, Tex. Married 1919. Husband a professor in the University of Michigan. Address, 633 Church St., Ann Arbor, Mich. No Response.
- Mrs. J. W. (Edith A. Vaughn) Moore, A. B., 1912. Address, 1100 Adams St., Denver, Colo. No Response.
- *Mrs. William Wilkin (Marian A. Yerkes) Johnson, A. B., 1912. Died, June 1915.

1913

- Charles Avarette Carson, Jr., A. B., 1913. Business. Married Carrie Burger. Address, 813 North 3rd St., Phoenix, Ariz. No Response.
- Myrtle Earnestine King, A. B., 1913. Unmarried. Teacher 6th grade Greeley Public Schools, 1913-14; Greeley High School 1914-17. Course and diploma from National Training School of Y. W. C. A., New York, 1918. Assistant Organizing Secretary of Y. W. C. A. in Rio de

Janeiro, Brazil, 1919-21. Home on furlough at present. Specialty, Girls' Club Work. Congregationalist. Address, 1805 11th Ave., Greeley, Colo.

Thomas Lynch, A. B., 1913. Student University of Pittsburg Law School 1913-16; appointed Assistant District Attorney 1917; joined Army in August and went to France in Ambulance Unit, returning in April 1919 as Lieut., in Field Artillery. Pittsburg offices of Moore, Leonard and Lynch, Investment Bankers and Members of New York and other Stock Exchanges, 1919-21; Partner in same firm, Philadelphia office, 1921-. Unmarried. Member Duquense Club, University Club, Revels Island Club, Greensburg Country Club, Hannastown Golf Club, and Latrobe Country Club. Catholic. Democrat. Address, Greensburg, Pa.

Mary Publow, A. B., 1913. Graduate student at Columbia University; Middlebury College, Vt., and the University of Chicago. M. A., Colorado College 1920. Instructor one year in Saguache County High School, Colo.; five years Passaic High School, N. J.; two years Harrison Technical High School, Chicago. Instructor in Spanish, Austin High School Chicago, 1922-24. Member Chicago Federation of Women High School Teachers; American Association of Spanish Teachers; N. E. A., and Chicago Motor Club. Congregationalist. Address, Lombard, Ill.

Arnold H. Rowbottom, A. B., 1913. Graduate student Harvard University with M. A. degree, 1918. Professor of French and Head of the Department, Tsing Hua College, Peking, China, 1913-23. On leave of absence from China and Associate in French, the University of California, 1921. Married Leda Leggett in 1916. Two children: Emma Isabel, b. 1918, and Robert Arnold Wallace, b. 1922. Member Modern Language Association, Philological Association of the Pacific Coast and the Royal Asiatic Society. Protestant Episcopal. Address, 21 Kingston Road, Berkeley, Cal.

Mrs. W. W. (Eloise Shellabarger) Tudor, A. B., 1913. Some-

time student in Columbia University School of Journalism. Later connected with the staff of The Survey.

Address, Moffat, Colo. No Response.

Mrs. Loyd (Dorothy C. Stott) Shaw, A. B., 1913. Married September 3, 1911. Husband Principal of Cheyenne School. Two children: Winifred Doli, b. June 28, 1915, and David Rodney, b. September 30, 1917. Member Broadmoor Art Academy; Colorado Mountain Club; P. T. A.; President El Paso County Council, Colorado Parent Teacher Association.

Address, 1528 Mesa Avenue, Broadmoor, Colorado Springs, Colo.

Mrs. John T. (Leona Violet Stuckey) Tucker, A. B., 1913. Teacher 1913-16. Missionary teacher, Means School for Girls, Angola, Africa, 1916-22; Principal of School, 1920-22. Married 1922. Husband Principal of Currie School for Boys, Angola, Africa.

Address, Bela Vista, Lobito, Angola, Pg. West Africa.

Mrs. John (Lena Viola Woltzen) Wilson, Jr., A. B. 1913. Teacher Palisade, Colorado, High School, 1913-16, Douglas County High School, Castle Rock, Colorado, 1916-19. Married September 3, 1919. Two children: John Merlin, b. July 22, 1920, and Robert Frank, b. December 15, 1921. Active member Bear Grove (Iowa) Community Club and Community Church, County Chairman of Girls' Clubs, active in Farm Bureau work, and President of the Women's Club.

Address, Guthrie Center, Ia.

1914

Mrs. Maurice (Frances Helen Adams) Strieby, A. B., 1914. Formerly teacher and private secretary.

Address, 81 Prospect Ave., Wyoming, N. J. No Response.

Reginald M. Atwater, A. B., 1914. Student Harvard Medical School, 1914-18. M. D., 1918. Alpha Omega Alpha (national medical fraternity.) Interne Peter Bent Brigham Hospital, Boston, 1918-20. Taking up Preventive Medicine, entered Johns Hopkins School of Preventive Medicine, Rockefeller Foundation, and after two years of intensive study was graduated with degree of Doctor of

Public Health, 1920-22. Married Charlotte M. Penfield (Wellesley College), Englewood, N. J., July 19, 1919. Sailed for China, August 1922, spending one year in Pekin in the study of the Chinese language in preparation for his work in connection with the Hunan-Yale College of Medicine and the Hunan-Yale Hospital at Changsa—eight hundred miles inland from Shanghai. This institution has the backing of Yale University, the Rockefeller Foundation, and has 27 buildings, over 500 students and a faculty of 50. During the periods of excessive heat at Changsa, the summers are spent at the mountain resort at Kuling, where several thousand missionaries spend their vacations. He was commissioned by the authorities, after a very exhaustive survey of the unsanitary conditions of this resort, and given a large sum of money with which to correct conditions and check disease. Two children: Caroline Penfield, b. February 6, 1921, and Martha Martin, b. October, 14, 1923. All will return to America on furlough July 1925. Presbyterian.

Address, care of Hunan-Yale Medical College and Hospital, Changsa, Hunan, China.

May Louise Greene, A. B., 1914. Graduate work, major in English and minor in French, Colorado College, with M. A. degree, 1915. Tutor in Mathematics and the languages, 1915-17. A year and a half in Washington, D. C. in the War-Service medical branch of the War Department. Since 1919 engaged in real estate and insurance business. Presbyterian, actively engaged in the work of the church. Member Westminster Guild, Classical Club of Colorado College, Drama League. Republican. Address, 411 East Columbia St., Colorado Springs, Colo.

Mabel Margaret Harlan, A. B., 1914. Certificate in violin at same time. Teacher of Violin and Modern Languages, Daniel Baker College, Brownwood, Texas, 1914-17; Instructor in Violin and Modern Languages, Colorado College, 1917-20. Summer in France, Spain and Italy, mostly in the "Junta", Madrid, studying Spanish, 1920. Assistant Professor in Romance Language Department, teaching Spanish only, Indiana University, Bloomington, Ind. M. A. (Ind. U.) 1922. Represented Bloomington

Musical Club in State Meeting of Musical Clubs, 1924. Has read three papers before the Modern Language Association of America. Now being published by the University in the University Studies series, a monograph under title of "The Relation of Moreto's *El desden con el desden* to suggested sources." Congregationalist. Democrat.

Address, 816 Atwater Ave., Bloomington, Ind.

Sarah Blakely Ingersoll, A. B., 1914. Graduate student, University of Wisconsin, 1917-18. Teacher.

Address, 3063 West Lake Place, Denver, Colo. No Response.

*Everett Banfield Jackson, A. B., 1914. (Elected Phi Beta Kappa 1913.) For two years Rhodes Scholar from Colorado. One year Ambulance Driver in France before the U. S. went into the war. Instructor in Coast Artillery, Fortress Monroe, to close of war. Died, January 1, 1921.

Martha Elizabeth Phillips, A. B., 1914. Student in The New York School of Philanthropy, 1914-17.

Address, 1048 Union; Apartment 18, San Francisco, Cal. No Response.

Frederick Putnam Storke. (Elected to Phi Beta Kappa 1913) A. B., 1914. Student University of Colorado Law School, 1914-17, LL. B. 1917; Harvard University Law School, 1919-21, S. J. D., 1921; Admitted to Colorado Bar 1917; to New York Bar 1922. Associated with the firm of Storke, Seward and Elder, Auburn Savings Bank Building, Auburn, N. Y. Unmarried. Member Beta Theta Pi and Phi Delta Phi (Legal). Presbyterian. Republican.

Address, 115 South Seward Ave., Auburn, N. Y.

Mrs. George Albert (Elizabeth C. Sutton) Brown, A. B., 1914. Married November 23, 1921. Two children: Oliver George, b. 1915, and Marita Elizabeth, b. 1918. Husband associated with the Bond Department of the Bank of Italy. Treasurer of Denver District of Mothers' Congress; Treasurer Denver Branch of the A. A. U. W.; Secretary-Treasurer of Contemporary Alumnae Association; President of Church Club; closely identified with the work of the Washington Park Community Church until removal

to California in November 1923; Member of the Tuesday Musical Club; of the Alliance Francaise; P. E. O.; Church Choir and P. T. A. committees. Society of Friends. Independent.

Address, 911 South Sycamore Street, Santa Anna, Cal.

Ruth Catherine Wood, A. B., 1911. Taught Rural Schools of Idaho, 1916-17; Junior High School, Shoshone, Idaho, 1917-18; Latin, English, and Algebra, Glenns Ferry High School, Idaho, 1918-23, Principal of school 1922-23; Teacher of Latin, Grand Junction High School, Colorado, 1923-. Congregationalist.

Address, 449 North 7th St., Grand Junction, Colo.

Sara Judith Jacobs, A. B., 1914. Sometime student in Columbia University and New York School of Philanthropy. Teacher.

Address, care of Ida Jacobs, West Des Moines High School, Des Moines, Ia. No Response.

1915

*William Strieby (Honorary), A. B., (New York University), 1875; E. M. (Columbia School of Mines), 1878; Sc. D. (Colorado College), 1913. Professor of Chemistry and Metallurgy, Colorado College, 1880-1920. Died October 18, 1920. W. W.

*William Chenault Argo, A. B., 1915. Student Harvard Medical School 1915 to time of enlistment in army service. Died in service, 1918.

Beatrice Marion Berwick, A. B., 1915. Teacher in Public Schools of Colorado Springs 1915-. Graduate student in University of California, Summer session, 1921, and Colorado State Teachers' College 1922. Captain of troupe of Girl Scouts. Presbyterian and closely identified with S. S. work.

Address, 429 South Nevada Ave., Colorado Springs, Colo.

Helen Bourquin, A. B., 1915. Graduate student in Biology, University of Chicago, M. A., 1916, Sigma Xi. Professor of Biology, Agnes Scott College, Atlanta, Ga., 1916-19; graduate student in Physiology, University of Chicago, Ph. D., 1919-21; Instructor in Biology, University of

Colorado, 1921-22; Professor of Physiology, College of Medicine of the University of S. D., 1922-.

Address, care of The University of S. D., Vermillion, S. D.

Pearl May Brennicke, A. B., 1915. Teacher in Colorado Springs High School, 1915-.

Address, 3015 West Kiowa, Colorado Springs, Colo.

Eva Brooks, A. B., 1915. Teacher.

Address, care of Highland Park School, Detroit, Mich.
No Response.

Lillian Blaine Catren, A. B., 1915. Teacher.

Address, 328¹/₂ West Myrtle St., Fort Collins, Colo. No Response.

Harold Thayer Davis, A. B., 1915. (elected Phi Beta Kappa 1914.) Teacher in Cheyenne High School, Colorado Springs, 1915-18. Graduate student Harvard University, 1918-22. Assistant Professor of Mathematics, Indiana University, and Research Student of Mathematics, 1922-.

Address, care of Indiana University, Bloomington, Ind.
No Response.

Mrs. Clifford H. (Marjorie May Snyder) Stone, A. B., 1915. Instructor in Romance Languages, University of Colorado, 1915-23.

Address, Boulder, Colo. No Response.

Elbert Stoughton Wade, A. B., 1915. Student Y. M. C. A. College, Chicago, 1915-16. Secretary Y. M. C. A. Duluth Minnesota 1916-18. War work overseas in Y. M. C. A. Married Ruth G. Collins.

Address, 1719 North Serrano St., Hollywood, Cal. No Response.

Florence Angela Youngman, A. B., 1915. Teacher in Canon City Schools.

Address, 1031 Harrison Ave., Canon City, Colo. No Response.

1916

Frank Edward Evans, A. B., 1916 (elected Phi Beta Kappa 1915), Business Administration and Banking. Field Artillery, A. E. F. 1917-18. Cashier, Colorado Savings Bank, 1918-. Married Mildred Hoag of Pueblo, October 5, 1920

Two children: Mildred Louise and Frank E. Jr., aged three and one years respectively.

Address, 30 East Fontanero St., Colorado Springs, Colo.

Cecil Henry Graves, A. B., 1916. Teacher in Brighton High School (first semester), and Graduate student Colorado College (second semester) 1916-17. Teacher, Loveland High School, 1917-18. U. S. Army service, August-December, 1918. Teacher in Leadville High School, 1919-20; Colorado Springs High School, 1920-. Beta Theta Pi. Address, 1222 West Kiowa St., Colorado Springs, Colo.

Charles Alison Harrison, A. B., 1916. Junior Engineer, Denver Gas and Electric Company, 1916-17; Active Duty, U. S. Naval Reserve, San Pedro, Cal., May 1917 -August 1918; Ensign, U. S. Naval Reserve, U. S. Naval Academy, Annapolis, August 1918-February, 1919; Ensign, U. S. Navy, Foreign Service, U. S. S. Arizona, February 1919-August 1919; Gas Engineer for Cities Service Company, assigned to various subsidiary companies in the U. S. Present position, Engineer of Gas Distribution, Public Service Co. of Colorado, Denver. Member of Tau Graduate Chapter, Phi Gamma Delta; American Gas Association, Thirty second degree Mason, Isis Temple, A. A. O. N. M. Shrine.

Address, care of Public Service Co. of Colorado, Denver, Colo.

Mrs. Glen E. (Ruth Higgins) Cheeley, A. B., 1916. Graduate student Harvard University, 1916-18.

Address, 1880 Beacon St., Brookline, Mass. No Response

Lucy Cornelia Jewell, A. B., 1916. Teacher Mary Allen Seminary, 1916-17. Graduate student, Radcliffe College, 1917-18, M. A. 1918. Instructor in English, Hanover, N. H., High School, 1918. Employ of Atlantic Monthly, 1918. Lived with and cared for her mother 1919-October 1921, since that time Substitute in Department of English at Kansas State Agricultural College, Manhattan. Elected Assistant Professor of English, South-western College, Winfield, Kan. for 1924. Congregationalist. Quill Club, 1922. Independent.

Address, 830 Laramie Street, Manhattan, Kas.

- Lois Steuerwald, A. B., 1916. (elected Phi Beta Kappa 1915).
Address, Longmont, Colo. No Response.
- Charles T. Latimer, A. B., 1916. Instructor Modern Languages, University of Wyoming, 1917-19. Graduate student University of Chicago, M. A., 1920. Instructor Romance Languages, Colorado College, 1920-22. Student University of Florence, Italy, Summer 1921. Assistant Professor Romance Languages, Colorado College, 1922-. Married Miss Dorothy Weeden of London, England, September 5, 1922. One child: Dorothy Catherine, b. July 7, 1923.
Address, care of Colorado College, Colorado Springs, Colo.
- Mrs. Robert (Bertha M. Pick) Baird, A. B., 1916. Teacher of Mathematics, Provo, Utah, High School, 1916-17; Holyoke, Colorado, High School, 1917-18; Belle Fourche, South Dakota, High School, 1918-. Principal of High School. Married May 29, 1922.
Address, Belle Fourche, S. D.
- Willard C. Ross, A. B., 1916. Athletic Coach in Hawaiian Islands, 1916-17. Captain 25th (Reg.) Infantry, 1917-19. Married Miss Ramona Marks (U. of Cal. 1918) of Honolulu, 1922. Assistant Superintendent of the Saw Mill of the Halleck and Howard Lumber Company of Denver and La Madera (N. M.).
Address, La Madera, N. M.
- Mrs. George V. (Lois Elizabeth Smith) Johnson, A. B., 1916. Teacher Colorado Springs High School, 1916-18.
Address, 4 Scott St., Broadmoor Park, Colorado Springs, Colo.
- William R. Smythe, A. B., *magna cum laude*, 1916. Graduate student in Physics, Dartmouth College, 1916—May '17: Received commission as 2nd Lieut. C. A. R. C., Plattsburg, August 1917, ordered over seas, joined First Separate Brigade, C. A. C. in France, September 1917; On staff duty as junior member, Heavy Artillery Board, A. E. F., joined 4th Battalion Howitzer Regt. (C. A. C.) at Verdun, serving with 17th Army Corps (French Colonial), July-October; transferred with Battalion to American First Army, 3rd Army Corps, during last phase of Meuse Argonne. Promoted to Captaincy and resigned

from the Army in December 1918. Graduate student Dartmouth College, M. A., 1919. Graduate student, University of Chicago, 1919-21; Sigma Xi, Ph. D., *magna cum laude*, Thesis, "Spectrum of Fluorine", 1921. Professor of Physics, University of the Philippines, Manila, P. I. 1921-22. Married Miss Helen Keith of Salem Mass., 1921. Travelled in Japan, Korea, Manchuria, China, Siam, Malay Peninsula, Burma, India, Egypt, Palestine, Italy, Switzerland, France and England, appointed National Research Fellow in Physics and assigned to work at the California Institute of Technology on the separation of magnesium isotopes, 1923.

Address, care of California Institute of Technology, Pasadena, Cal.

Charles Edgar Taylor, A. B., 1916; A.M. (University of Wisconsin) 1917. With Brettcher, Porter & Co., Investment Bankers, Denver, 1917-18. Instructor in Economics, Colorado College, 1918-19. With Federal Training School, Denver, 1919-23. Married Miss Adelaide Dillon (C. C. 1916), Castle Rock, Colo. Teacher in Union Christian College, China.

Address, care of Union Christian College, Canton, China.
No Response.

1917

Mrs. Elbert (Ruth Graham Collins) Wade, A. B., 1917. Secretary Training School of Commerce, San Francisco, 1917-18.

Address, 1719 North Serrano Ave., Hollywood, Cal. No Response.

Edwin Frickey, A. B., 1917, (elected Phi Beta Kappa 1916). Graduate student Harvard University, 1917-20. Member Harvard Commission on Economic Research, 1920-.

Address, 179 Prospect Street, Cambridge, Mass. No Response.

Mrs. Denver (Myriam Christy Garrett) Vickers, A. B., 1917, (elected Phi Beta Kappa 1916). Assistant in Biology, Colorado College, 1917-18. Fellow in Biology, University of California, 1918-19. Summer School work in Biology, University of Colorado 1920. Dietician, Peter

Brigham Hospital, Cambridge, Mass., 1920-21. Married November 18, 1922.

Address, care of Mary McClellan Hospital, Cambridge, New York. No Response.

Raymond Waldron Maxwell, A. B., 1917. 1st Lieut. 89th Division, A. E. F. to close of war. With Birdsall-Stockdale Investment Company, Colorado Springs, 1920-21. Business with Ford Motor Company, Denver.

Address, 1233 Sherman St., Denver, Colo. No Response.

Henry Sager, A. B., 1917. Business.

Address, Edgemont, S. D. No Response.

Mrs. Maurice (Charlotte Maurie Touzalin) Muret, A. B., 1917. Red Cross work under the Rockefeller Foundation.

Address, care of Journal des Debots, Paris, France. No Response.

Denver Vickers, A. B., 1917. War service, 1917-18. Student Harvard Medical School, 1918-21. M. D., 1921. Sixteen months as Interne in Peter Brigham Hospital, Cambridge. Married Myriam Christy Garrett (C. C. 1917), November 18, 1922. Chief Surgeon, Mary McClellan Hospital, Cambridge, N. Y. No Response.

Adele Frederica Vorrath, A. B., 1917. Graduate student, Simmons College, Boston, Special Secretarial Course, 1917-19, B. S., 1919. Bureau of Supplies and Accounts, U. S. Navy, Washington, D. C., 1919-21. Secretarial work in New York City 1921-23. Student of the University and The Sarbonne, France, Summer 1923. Secretary for exporting firm, Paris, France. Travel in Italy and home in July, 1924.

Address, 265 Passaic Ave., Clifton, N. J.

Dorthy Waples, A. B., 1917. Sometime teacher in Houston High Schools, Texas.

Present address not known.

Mrs. A. A. (Majorie H. Whipple) Peterson, A. B., 1917. Teacher Burlington High School, Washington, 1917-19. Graduate student, University of Washington, 1919-20. Address, 1514, 8th Ave., Seattle, Washington. No Response.

Horace J. Wubben, A. B., 1917. Trained at Camp Cody in the Machine Gun Company of the 134th Infantry and went

to France 1918. At signing of Armistice was transferred to Military Police Corps at Marseilles until returned to America July 1919. Taught in Paonia High School 1919-23, Principal of School 1920-23. Principal of Rio Grande County High School, Monte Vista, 1923-. Married Miss Irene Hazelitt of Paonia, December 1919. Two children: Frances Virginia, and Horace Hazelitt. Methodist. American Legion.
Address, Monte Vista, Colo.

Matsusaburo Yokoyama, A. B., 1917. Graduate student, Harvard University, 1917-20. Business, Japan.
Address, Mitto, Japan. No Response.

1918

Mrs. Arthur (Gertrude Rosalie Baenteli) Campbell, A. B., 1918.

Address, Steamboat Springs, Colo. No Response.

William Armstead Campbell, Jr., A. B., 1918. Student Johns Hopkins Medical School, 1918-22, M. D. 1922. Article in American Journal of Physiology, Vol. Li, Feb. 1920, on Vascular Reactions to Epinephrin in Perfusates of various H-ion Concentration. Member Nu Sigma Nu medical fraternity, Alpha Omega Alpha honorary medical fraternity, A. F. & A. M., El Paso County Medical Society, Colorado State Medical Society, American Medical Association. Member of staff of Beth El Hospital, St. Frances Hospital, and Glockner Hospital. Married Miss Mae Louise Pettebone (Goucher, Pi Beta Phi) Wilkesbarre, Pa., September 22, 1923. Presbyterian. Republican.
Address, 424 North Nevada Ave., Colorado Springs, Colo.

Mrs. David (Dorothy Dunbar Crane), Chidlow, A. B., 1918.
Red Cross work during the war.

Address, Ridgefield, Conn. No Response.

Irene Brownlee Donaldson, A. B., 1918.

Address, 1224 York Street, Denver, Colo. No Response.

Frances E. Dworak, A. B., 1918. Student Medical School of the University of Michigan, 1918-22 with M. D. degree 1922. Interne in Milwaukee Children's Hospital. July 1922—September 1923. Practice limited to Obstetrics and Pediatrics. Member Alpha Epsilon Iota, National

sorority of Women doctors. Office, First National Bank Building, Colorado Springs, Colo.

Mrs. Ernest Amos (Edith Irene Glassford) Johnson, A. B., 1918 (elected Phi Beta Kappa 1917). Sometime connected with Mountain States Telephone and Telegraph Company, Denver.

Address, 161 Ogden St., Denver, Colo. No Response.

Paul Myron Hamilton, A. B., 1918. Student Johns Hopkins Medical School, 1918-22 with M. D. degree, 1922. Hospital work, Johns Hopkins, 1922-23. Taking up practice of medicine on Pacific coast. Unmarried.

Permanent address, 1922 Woodburn Ave., Colorado Springs, Colo.

Ernest Amos Johnson, A. B., 1918. Married Edith Irene Glassford (C. C. '18). Office Assistant, Mountain States Telephone and Telegraph Co., Denver.

Address, 161 Ogden St., Denver, Colo. No Response.

Corinne Ida Kipp, A. B., 1918.

Address, Las Vegas, N. M. No Response.

Mrs. William R. (Dorothy L. Koch) Shaw, A. B. 1918. Graduate student Columbia University, with M. A. degree, 1918-19. Red Cross work 1919-21. Married April 30, 1922. Husband is County Judge of Pitkin Co. No children. President Women's Club of Aspen, and member Chapter Ar. P. E. O.

Address, Aspen, Colo.

Mrs. Peter C. (Dorothy Crofts Loomis) Holm, A. B., 1918. Science and English, Denver Schools, 1918-22; English in Skinner Junior High School, Denver 1922-. Originator and editor of "The Skinner Citizen", Denver's largest Junior High School paper. Married, September 22, 1920. Husband (C. C. '20) teacher of History and Civics in East Denver High School. Toured Europe summer of 1923. Member American Literary Association, Denver Art Museum. Presbyterian.

Address, 1365 Steele St., Denver, Colo.

Marion Naomi Mendenhall, A. B., 1918. Teacher of Mathematics and Debating, Montrose High School, 1918-21. Graduate student, School of Commerce, Northwestern

University, 1921-23, with Master's degree (M. B. A.) 1923, subject of thesis: "The Analysis of Balance Sheets for Credit." Member Gamma Epsilon Pi, national honorary Commerce Sorority. Secretary and Assistant Treasurer of the American NoKol Company of Chicago, and accountant for the corporation. Congregationalist. Republican.

Address, care of American NoKol Company, 215 North Michigan Ave., Chicago.

1919

Mrs. Walter Jennings (Dorothy Phillips Azpell) Flegal, A. B. 1919. High School Teacher, Denver, Colorado, 1919-20. Address, Clearfield, Pa. No Response.

Thankful Bickmore, A. B., 1919. Teacher.
Present address not known.

Charles T. Crockett (Phi Beta Kappa 1918), A. B., 1919. Summer Campaign for Colorado College, 1919. Office of E. I. Crockett and Company, Real Estate and Insurance, 1919-23. Associated now with Crum and Foster, General Fire Insurance, New York City, as Special Agent, traveling Colorado, Wyoming and New Mexico. Member Mountain Field Club. Presbyterian.
Address, Box 576, Pueblo, Colo.

Elizabeth Irving Crockett, A. B., 1919. Society Editor, Pueblo Star-Journal, 1919-21. Teacher, Thatcher Junior High School, Pueblo, 1921-.
Address, 422 West 12th St., Pueblo, Colo.

Marjorie Lucretia Anne Davis (elected Phi Beta Kappa 1918), A. B. 1919. Teacher of Latin, Flagler High School, 1919-20; Fowler High School, 1920-21; Yuma High School, 1921-.
Address, Yuma, Colo. No Response.

Rosemary Gildersleeve, A. B., 1919. Teacher of Latin and French, Victor High School, 1919-20; Latin in Denver Junior High Schools, 1920-21; Latin in Cheyenne High School, Colorado Springs, 1922-. Graduate student University of Colorado, Summer Session, 1922. Member executive Board of Denver Alumnae, 1921-22. Secretary Pikes Peak Chapter of C. C. Alumni, 1921-22.
Address, 1606 Cheyenne Road, Colorado Springs, Colo.

Duncan Charteris Hetherington, A. B., 1919. Graduate student in Zoology, major in Parasitology, minor in Psychology, University of Illinois, M. A., 1919-20. Fellow in Zoology, Major in Parasitology in Zoology, 1st minor in Bacteriology, 2nd minor in Physiological Chemistry, 1920-22, Ph. D. degree, 1922. Also, Sigma Xi, 1922. Summer session at Biological Station of the University of Washington, Friday Harbor, 1921. Student Johns Hopkins Medical School, 1922-. Publications: 1. Notes on a Microsporidian Parasite of a Nemabode, *Jour. Parasit.*, 1922: 8: 129-132. 2. Some New Methods in Nemabode Technique; *Jour. Parasit.*, 1922: 9: 102-104. 3. Comparative studies on Certain Features of Nemabodes and their Significance (Thesis for Ph. D. degree), Illinois Biological Monographs, 1924. Present Research: Tissue Culture in Neurology—Sympathetic cells and fibres of the intestinal myenteric plexus. Sigma Xi: Phi Eta (graduate fraternity); Nu Sigma Nu (medical). Presbyterian.

Address, 218 East Columbia St., Colorado Springs, Colo.

Mrs. Charles Willis (Jessie Parch McGlashan) Merriam, A. B., 1919. Travel 1919-20. Los Angeles Trust and Savings Bank, 1920-21. Married April 26, 1921. Twin boys born March 15, 1924: Charles Willis Jr., and Stuart Hamilton. Member College Women's Club, and Board member Y. W. C. A. Husband a member of the New York State Assembly. Presbyterian. Republican.

Address, 20 Parkwood Boulevard, Schenectady, N. Y.

Mrs. Dwight (Mary Randall) Spencer, A. B., 1919. Employment Secretary Colorado Springs Y. W. C. A., 1919-20. Teacher Cheyenne High School, 1920-22. Married August, 19, 1922.

Address, 2 Scott Street, Broadmoor Park, Colorado Springs, Colo.

Mrs. Harold R. (Ellen O. Swart) Smithies, A. B., 1919. Graduate student in Business, University of Minnesota, 1919-20; Assistant in School of Business and Secretary of the School of Business, University of Minnesota, 1920-21. Married February 19, 1921. Husband a student in the Medical School of the University of Colorado. Bap-

tist. Chief interests in Church, Sunday School and Girl Scout work.

Address, 318 South Logan Street, Denver, Colo.

1920

James G. McMurtry (Honorary), A. B., 1893; A. M., 1895; Ph. D., 1899 (Wabash College). President Drury College, 1913-17; Dean and Acting-President, Henry Kendall College (now Tulsa University) 1917-18; Professor of Biblical Literature, Colorado College, 1918-, and Dean of the College, 1919-22. Fellow American School of Archaeology, Athens, 1907, with travel in Palestine, Egypt, Italy, Germany, France, England and Scotland. Secretary Colorado State Society of the Archaeological Institute of America. Lecturer with the Redpath Horner Bureau. W. W.

Address, care of Colorado College, Colorado Springs, Colo.

Ruth Thompson Brown, A. B., 1920. Teacher San Luis (Private) School, 1920-22; Steele School, Colorado Springs, 1922-. Contemporary Alumnae; Active in Colorado Springs Musical Club and American Musical Society. Congregationalist.

Address, 1014 North Weber St., Colorado Springs, Colo.

John Allen Carter, Jr., A. B., 1920. Business.

Address, 729 Race St., Denver, Colo. No Response.

David Wendall Crabb, A. B., 1920. Graduate student University of Chicago, 1919-20. Married Miss Cordelia B. Merriam. Stocks and Bonds, Denver, 1920-22.

Present address not known.

Amanda M. Ellis, A. B., 1920. Graduate student and Assistant in the Department of English, University of Iowa, major in English and minor in Latin, 1920-22, M. A., 1922. Instructor, 1922-23, and Assistant Professor in Des Moines University, Iowa 1923-. Member Minerva; Pi Kappa Delta (National debating fraternity); A. A. U. W.; Modern Language Association of America. Article, "Horatian Influence in the Writings of John Dryden". *Philological Quarterly*, July 1924. Special interests: Y.

W. C. A.; various college organizations; Chairman of the Board of Control of Student Publications. Baptist.

Address, care of Des Moines University Des Moines, Ia.

Casper Rene Gregory, A. B., 1920. Graduate student in the Classics, Harvard University, 1920-22; Westminster College, Cambridge University, England, 1922-.

Address, care of Westminster College, Cambridge, England. No Response.

Barton Hoag, A. B., 1920. Assistant in the Department of Physics, Colorado College, 1920-21. Graduate student and teaching Assistant in Department of Physics, University of Chicago, 1921-.

Address, care of Physics Department, University of Chicago, Chicago, Ill.

Thaddeus Goode Holt, A. B., 1920. Connected with Fawcett Advertising Agency, Colorado Springs; Cox Advertising Agency, Birmingham, Ala., and now Advertising Manager of the Wofford Oil Company, Birmingham. Secretary of the Ad Club; Secretary of the Birmingham Graduate Chapter of Phi Gamma Delta; Member of the Board of Directors of the Birmingham Motor Club; Member of the Community Club. Unmarried. Presbyterian. Democrat.

Address, care of Wofford Oil Company, Birmingham, Ala.

Samuel Fleming Knowles, A. B., 1920. Grocer. Married Miss Pauline Givens (C. C. Ex-'23), June 17, 1920. Two children: Samuel Givens, b. April 11, 1921, and Martha Belle, b. February 20, 1923, d. August 3, 1923. Methodist.

Address, 130 Ruxton Ave., Manitou, Colo.

Mrs. Douglas B. (Madge Irene Nichols) Ellis, A. B., 1920. Taught English, Latin and Dramatics in High School, 1920-22. Married December 27, 1922. Husband graduate of Colorado Agricultural College and teacher of Manual Training in Denver Schools. Episcopalian. Denver Alumnae Society.

Address, 1200 Newport Street, Denver, Colo.

Harriett Kinnear Prince, A. B., 1920 (elected Phi Beta Kappa 1919). Teacher in the Denver Schools.

Address, 2601 West 37th St., Denver, Colo. No Response.

- Mrs. Stith (Louise Faust) Thompson, A. B., 1920. Graduate student University of Maine, 1920-21. Husband Professor of English, Indiana University. Address, 609 East 3rd St., Bloomington, Ind. No Response.
- Ramona May Wright, A. B., 1920. Office Secretary, Extension Division, University of Colorado. Address, care of University of Colorado, Boulder, Colo. No Response.

1921

- Arthur Earnest Davies, (Honorary) Owens College, Manchester, and University College, London, 1884-88. Came to U. S., 1888. Student Yale Divinity School, with B. D. degree, 1888-91; Ph. D. (Yale University), 1898. Student, Starling-Ohio Medical School, Columbus, 1908-10. Instructor and Assistant in Department of Psychology, Ohio State University, 1900-19. Professor of Psychology and Education, Colorado College, 1919-. Member American Psychological Association. Author. Congregationalist. W. W.
- Address, 1512 North Tejon St., Colorado Springs, Colo.
- Herbert Edward Mierow (Honorary), A. B., 1914 (Princeton); A. M., 1921 (Colorado College). Graduate student, in completion of resident requirements for Ph. D. degree. Princeton University, 1921-22. Instructor, 1919-23, and Assistant Professor, Department of Classical Languages, Colorado College, 1923-. Author of numerous articles in classical and literary magazines.
- Address, care of Colorado College, Colorado Springs, Colo.
- Charles Herschel Sisam (Honorary), A. B., 1902 (University of Michigan); A. M., 1903, and Ph. D., 1906 (Cornell University). Instructor, U. S. Naval Academy, 1904-06. Instructor, Associate, Assistant Professor, University of Illinois, 1906-18. Professor of Mathematics, Colorado College, 1918-. Member American Mathematical Society; Mathematical Association of America; Colorado Schoolmaster's Club; Colorado Mathematical Society. Sigma Xi. Delta Epsilon. Congregationalist.
- Address, Colorado College, Colorado Springs, Colo.

- Reignson C. Chen, A. B., 1921. Graduate student Harvard University, 1921-22. New China Committee, Washington and New York, 1922-23. Wah Chang Trading Corporation, China.
Address, care of Wah Chang Trading Corporation, Ninpo Road, Shanghai, China.
- Helen H. Erps, A. B., 1921. Teacher in Denver High Schools. Address, 1425 Williams St., Denver, Colo. No Response.
- Margaret Felt, A. B., 1921. Teacher of Social Science in Byers Junior High School, Denver. Member State Teachers' Association, and American Association of University Women.
Address, 1301 Race Street, Denver, Colo.
- Ruth F. Gilliland, A. B., 1921. Teacher Latin in Colorado Springs Public Schools.
Address, 302 Cache la Poudre, Colorado Springs, Colo.
- Charles Monroe Heath, (elected Phi Beta Kappa 1920) A. B., 1921 *summa cum laude*. Graduate work in English, M. A., Harvard University, 1921-22. Harvard Glee Club, 1922. Craftwood Shops and Broadmoor Art Academy, 1922-23. Assistant Secretary Colorado College, June—September 1923. Head of English Department, Morristown, N. J., School (private), 1923-. Member Kappa Sigma, Tau Kappa Alpha, Rocky Mountain Harvard Club. Episcopalian.
Address, Morristown School, Morristown, N. J.
- Mrs. Edwin Inglis (Martha Howbert) Mosher, A. B., 1921. Assistant Instructor in Spanish in Colorado College, 1921-22. Teacher of Spanish and English in Lamar High School, 1922-23. Married April 28, 1923. Husband Supervisor with American Vibrolithic Corporation of Des Moines, Iowa. Member Pi Beta Phi; Hypatia. Daughters of American Revolution.
Permanent address, 1320 North Nevada Ave., Colorado Springs, Colo.
- Mildred Ænone McMurtry, A. B., *summa cum laude*, 1921. Certificate in Violin at same time. Graduate student in Greek, Latin and French, The University of Missouri, A. M., 1921-22. Instructor in Latin and English, Lamar High School, 1922-24. Member Rocky Mountain Missouri

Club; Hypatia Alumnae Society; Euterpe; Lamar Musical Club; N. E. A.; Head of Department, (elect) Greek and Latin, The College of Emporia, Emporia, Kan., 1921-. Presbyterian.

Address, care of College of Emporia, Emporia, Kan.

Frank Marion Mobley, A. B., 1921. Student at Law School of the University of Denver, 1921-. Mr. Mobley has the distinction of making Phi Beta Kappa, though blind, and depending entirely on the services of a reader. Address, 1748 Arapahoe St., Denver, Colo.

Helen Staff, A. B., *summa cum laude* 1921, (elected Phi Beta Kappa, 1920.) Graduate work, Curator, and Lecture Assistant, Mount Holyoke College, 1921-24. M. A., 1923. Candidate for Ph. D. degree Mount Holyoke College 1924. Address, Mount Holyoke College, South Hadley, Mass.

Sidney Graham Winter, A. B. 1921. Teacher Ogden, Utah, High Schools, 1921-22. Assistant in Accountancy, College of Commerce, University of Illinois, 1922-23. Instructor in Accountancy, 1923-24, M. S. (U. of Ill.) 1923, and C. P. A., 1923. Has accepted an appointment as Assistant Professor of Accountancy at the Oregon Agricultural College, Corvallis, Oregon. Member of Sigma Chi; Theta Alpha Phi (dramatic); Alpha Kappa Psi (accounting); University Club; Players Club. Unmarried. Independent. Unitarian. Address, 2530 Orchard Ave., Ogden, Utah.

1922

Lorena Berger, A. B., 1922. Taught Latin and Spanish in Holly, Colorado, High School, 1922-23. Student in Special Secretarial Course, looking to foreign correspondence work—French or Spanish. Methodist. Address, 422 East Cache la Poudre, Colorado Springs, Colo.

Charles Thompson Crockett, A. B., 1923, (elected Phi Beta Kappa) 1921. Office of E. I. Crockett and Company, Real Estate and Insurance, Pueblo, Colo. Presbyterian. Address, 422 West 12th St., Pueblo, Colo.

Rowena Hampshire, A. B., 1922. Player in Community Theatre, Colorado Springs, summer 1922. Teacher of Span-

ish and English, Canon City High School, 1922-. Member P. E. O. Minerva. Methodist.

Permanent address, Manitou, Colo.

Olive E. Haun, A. B., 1922. County Superintendent's Office, Colorado Springs, Supervisor of County High Schools as to curricula, examinations, character of work, 1922-. Member Athenian Debating Society. Methodist.

Address, 727 North Wasatch St., Colorado Springs, Colo.

Suoma Leino, A. B., 1922. Librarian of High School and Public Library, Telluride, 1922-. Also teacher of Latin in High School 1923-24. Student Library School Summer session 1924.

Address, Telluride, Colo.

Marion Little, A. B., 1922, (elected Phi Beta Kappa 1921). Graduate work in Colorado College, first semester, 1922-23. Travel and study second semester. Graduate student, Department of Hygiene and Physical Education, Wellesley College, 1923-24.

Permanent address, 809 North Nevada Ave., Colorado Springs, Colo.

Albert C. Lyles, A. B., 1922. Graduate student in Industrial and Inorganic Chemistry, and Assistant Instructor in Department of Chemistry, Cornell University, 1922-. Alpha Chi Sigma.

Address, 105 Catherine St., Ithaca, N. Y.

Mary Clegg Owen, A. B., 1922. Secretary to President of Colorado College 1922-. Vice President Colorado Springs Chapter of Minerva Alumnae. Presbyterian.

Address, 321 East Cache la Poudre, Colorado Springs, Colo.

1923

Elsie Bennett Essex, A. B., 1923. Teacher of History, Colorado Springs Public Schools, 1923-24. Junior High School 1924-. Minerva. Athenian (debating society). Baptist.

Address, 109 North Corona St., Colorado Springs, Colo.

Dorothy M. Graves, A. B., 1923. Substitute Teacher in Colorado Springs High School 1923-. Minerva Alumnae Society; Athenian (debating society).

Address, 1222 West Kiowa St., Colorado Springs, Colo.

- Mary Louisa Hills, A. B., 1923. Teacher in Cheyenne High School, Colorado Springs, 1923-
Address, 2115 North Nevada Ave., Colorado Springs, Colo.
- James C. Park, Jr., A. B., 1923, (elected Phi Beta Kappa), 1922. Graduate student, School of Business, Columbia University, candidate for M. S. degree, 1923-24. Kappa Sigma. Beta Gamma Sigma Honorary Society (Business). Presbyterian.
Permanent address, 120 East 2nd Street, Florence, Colo.
- William C. Senning, A. B., 1923. Graduate student. Department of Zoology, Cornell University, teaching in Comparative Morphology of Vertebrates and in Mammalian Anatomy, working towards the Ph. D. degree, 1923-
Gamma Alpha Graduate Scientific Society.
Address, McGraw Hall, Ithaca, N. Y.
- John Gibson Winans, A. B., 1923. Graduate student and Assistant in Physics, candidate for Master's degree, 1923-24. Gamma Alpha Graduate Scientific Society. Will be graduate student and Assistant in Physics at University of Wisconsin, 1924-25, candidate for Doctor's degree.
Address, 4 Occom Ridge, Hanover, N. H.

1924

- Genevieve Nelsine Cox, College Senior, 1924.
Address, 331 Harrison Ave., Canon City, Colo.
- M. Adelaide Easley (elected Phi Beta Kappa 1923), College senior, 1924.
Address, 616 South Cascade Ave., Colorado Springs, Colo.
- Mae Gallavan, College Senior, 1924.
Address, Ordway, Colo.
- Danforth R. Hale, College Senior, 1924.
Address, 1402 North Weber St., Colorado Springs, Colo.
- Joan Heckenlively, College Senior, 1924.
Address, 224 East Fontenero St., Colorado Springs, Colo.
- Anna Jane Hitchcock, College Senior, 1924.
Address, Florence, Colo.
- Ruth Agnes Little, College Senior, 1924.
Address, 809 North Nevada Ave., Colorado Springs, Colo.
- Lorene Reynolds, College Senior, 1924.
Address, Woodland Park, Colo.

Gertrude Genevieve Sherk, College Senior, 1924.

Address, 924 Fourth St., Greeley, Colo.

Ruth Staff, (elected Phi Beta Kappa 1922) College Senior, 1924.

Address, 219 East Willamette St., Colorado Springs, Colo.

Edna Mildred Theobald, College Senior 1924.

Address, 725 South Tejon St., Colorado Springs, Colo.

1925

Frances Marie Coleman (elected Phi Beta Kappa 1924), College Junior, 1924.

Address, 2701 East Colfax Ave., Denver, Colo.

Hazel Elizabeth Taylor (elected Phi Beta Kappa 1924), College Junior, 1924.

Address, 1105 West Colorado Ave., Colorado Springs, Colo.

COLORADO COLLEGE CHAPTER OF PHI BETA KAPPA

Membership	Men	Women	Total
Undergraduates ..	59	117	176
Alumni ..	20	16	36
Honorary ..	9	1	10
Total ..	88	134	222
Members who have died ..	9	5	14
Living Members ..	79	129	208

HONORS COURSE

A significant change in the intellectual life of the college is found in the regulations establishing an Honors Course. This is a new plan of work for the Junior and Senior years, allowing greater concentration and wider scope for individual investigation. The requirements are, in brief, as follows: A student in order to be eligible for the degree of Bachelor of Arts with honors must have satisfactorily completed 60 hours of work including all the course required in the rules of Colorado College for the Freshman and Sophomore years and must have given evidence of high scholarship. If admitted, he is expected to distribute the 60 hours required in the Junior and Senior years as follows:

(a) In the field of concentration from 12 to 24 hours, together with not less than 6 additional hours in problems or topics which require written reports.

(b) In subjects related to the field of concentration, from 18 to 30 hours.

(c) In free election, from 12 to 24 hours.

Such students are further required to present a final dissertation on some topic in the field of concentration and to take a comprehensive final examination at the end of their Senior year.

In this way we are seeking to substitute a mastery of subjects, or fields of study, for a mere knowledge of the content of individual courses. The Honors Course aims to encourage the student who is seriously interested in scholarship and to pave the way for future graduate study. It is limited at present to those upper classmen who have acquitted themselves with distinction in the work of the first two years. The list of those who have been admitted to candidacy in the Honor Course, with field of concentration follows:

Helen Anderson, '25, Romance Languages.

Dorothy-Jean Barker, '25, English.

Majorie Barron, '25, English.

Merton Bergner, '25, History and Political Science.

Lilly Bradley, '25, English.

Dorothy Carnine, '25, Classics.

Marie Coleman, '25, Romance Languages.

Clay Freudemberger, '25, Biology.

Elmer Humphrey, '25, Business Administration and Banking.

Evangeline Joder, '25, Classics.

Janet McHendrie, '25, English.

Harold Milner, '25, Chemistry.

Dorothea Roedel, '25, Business Administration and Banking.

Hazel Taylor, '25, Romance Languages.

Hildred I. Taylor, '25, English.

Lavetta Tevebaugh, '25, Romance Languages.

HONORARY DEGREES

Colorado College has consistently adhered to the policy of granting but few honorary degrees and sees to it that these

degrees are worthily bestowed. Early in the period of preparation of this material it was found that a long time would be required in which to secure definite information from all those who have been thus signally honored by the College with degrees, and it was decided that we could do little more than catalogue the names in this publication. It is hoped that at a later time the necessary information may be secured and the catalogue made complete. Addresses are given where known.

Robert D. Andrews, A. M., 1900.

Florian Cajori, LL. D., 1913.

Chair of Mathematical Research, University of California. Address, 2844 Webster St., Berkeley, Cal.

John Campbell, LL. D., 1909.

Address, 824 Equitable Building, Denver, Colo.

Mrs. William A. (Marion Churchill) Muller, A. M., 1921.

Theodore Dru Alison Cockerel, D. Sc., 1913.

Professor of Zoology, University of Colorado, Boulder, Colo.

Dr. William Henry Crawford, LL. D., 1917.

President-Emeritus Allegheny College, Meadville, Pa.
Ozora Stearns Davis, LL. D., 1921.

President Chicago Theological Seminary, Chicago, Ill.

Livingston Farrand, LL. D., 1924.

President Cornell University, Ithaca, N. Y.

William Trufant Foster, LL. D., 1913.

Stephen Lincoln Goodale, D. Sc., 1921.

Professor of Metallurgy, University of Pittsburg. Pittsburg, Pa.

Reuben Goldmark, A. M., 1899.

Frederick R. Hastings, A. M., 1892.

Carl Arthur Hedbloom, A. B., 1907; A. M., 1908; D. Sc., 1921.

Mayo Clinic, Rochester, Minn.

Fred Burton Renney Hellems, LL. D., 1913.

Dean of the College of Arts and Sciences, University of Colorado, Boulder, Colo.

George Lincoln Hendrickson, L. L. D., 1913.

Yale University, New Haven, Conn.

Irving Howbert, LL. D., 1911; Litt D., 1922.

Address, 17 North Weber St., Colorado Springs, Colo.

Herbert Alonzo Howe, LL. D., 1913.

Address, 2221 South Columbine St., Denver, Colo.

Dr. T. C. Kirkwood, D. D., 1908.

Dr. E. G. Lancaster, LL. D., 1905.

Ruth Loomis, Litt D., 1917.

Judge R. H. McLeod, A. M., 1903.

Professor C. H. Moore, Litt D., 1914.

Harvard University, Cambridge, Mass.

Roger Henwood Motten, Litt D., 1920.

International Association of Rotary Clubs, Executive Secretary.

Address, 910 South Michigan Ave., Chicago, Ill.

George Williston Nash, LL. D., 1922.

Address, 19 South La Salle St., Chicago, Ill.

George Norlin, LL. D., 1920.

President State University of Colorado, Boulder, Colo.

H. S. Parmelee, D. Sc., 1917.

Mrs. Abel J. (Lucy Corliss Phinney) Gregg, A. M., 1922.

Dr. Norman Plass, LL. D., 1908.

L. Bradford Prince, LL. D., 1894.

Rev. Charles B. Rice, D. D., 1893.

Hon. H. H. Seldomridge, A. M., 1908.

Address, 1015 North Nevada Ave., Colorado Springs, Colo.

Hon. Oliver H. Shoup, LL. D., 1920.

Address, 1131 North Tejon St., Colorado Springs, Colo.

J. F. V. Skiff, A. M., 1905.

Mrs. Mary Goodale Slocum, A. M., 1913.

Address, 57 Dudley Road, Newton Center, Mass.

Rev. Dr. William Frederick Slocum, LL. D., 1917.

President Emeritus Colorado College.

Address, 57 Dudley Road, Newton Center, Mass.

William Henry Smiley, Litt. D., 1913.

Assistant Superintendent of Schools, Denver.

Address, 1115 Race St., Denver, Colo.

Charles S. Thomas, LL. D., 1921.

Address, 1609 Sherman St., Denver, Colo.

Frank Trumbull, LL. D., 1917.

- Ambrose White Vernon, LL. D., 1922.
Carlton C. Wright, A. M., 1914.
*William K. Argo, LL. D., 1911.
*Judson Moss Bemis, LL. D., 1920.
*Carlos M. Cole, A. M., 1915.
*Moses Clement Gile, Litt. D., 1913.
*James Bartlett Gregg, D. D., 1892.
*W. S. Jackson, LL. D., 1910.
*General William J. Palmer, LL. D., 1904.
*William Strieby, D. Sc., 1913.
*Hon. Henry R. Wolcott, A. M., 1892.
*Rev. Frank T. Bayley, D. D., 1897.

The following have been granted advanced degrees (in course).

- Harold F. Allen, (A. B., 1920) A. M., 1922.
Florence Emily Bartlett, A. M., 1920.
Teacher of Spanish, Santa Fe, N. M.
Mabel S. Bateman, (A. B., 1907) A. M., 1910.
Teacher in Colorado Springs High School.
W. N. Birchby, A. M., 1905.
Julius Stanley Birge, A. M., 1910.
James William Chaney, A. M., 1921.
Dwight Cisco., A. M., 1924.
Guy Wendell Clark, A. M., 1914.
Instructor in Biochemistry and Pharmacology, University of California.
Marie Catherine Clough, A. M., 1921.
William D. Copeland, (A. B. 1919), A. M., 1920.
Field Secretary Colorado College.
Edward Everett Cole, A. M., 1899.
Adelaide Dennis, A. M., 1903.
Address, 401 West 117th St., New York, N. Y.
Mrs. Sophie Lovejoy Dickinson, A. M., 1899.
Jean Dupertius, A. M., 1915.
Government Superintendent of Schools and Reindeer Herds. Nome, Alaska.
Mrs. John H. (Lios Ellett Smith) Ehlers, A. M., 1915.
Address, 633 Church St., Ann Arbor, Mich.
Ernest Francis Ewing, A. M., 1912.

- Rev. Martin Fereschetian, A. M., 1919.
 Alfred Herman Fisher, A. M., 1912.
 Russell Leroy Forbes, A. M., 1919.
 Fred Mathew Gerlach, A. M., 1915.
 Ruth Gilbert, (A. B. 1907) A. M., 1910.
 May Louise Greene, (A. B., 1914) A. M., 1915.
 Harold William Gregg, M. D., (A. B., 1914) A. M., 1916.
 Joseph W. Hamer, A. M., 1899.
 Ione T. Hanna, A. M., 1901.
 *Hampartsoon Harootunian, (A. B., 1909) A. M., 1911.
 Leon Clive Havens, M. D., (A. B. 1913) A. M., 1914.
 Carl Arthur Hedbloom, M. D., (A. B., 1907) A. M., 1908,
 Sc. D. 1921.
 Benjamin Fleming Hill, A. M., 1898.
 Nellie Louise Hill, A. M., 1901.
 Roscoe Conklin Hill, A. M., 1911.
 Edmee Hitzell, A. M., 1919.
 Alfred Fenner Isham, (A. B. 1900) A. M., 1909.
 Helen Jackson, A. M., 1915.
 Lillian May Johnson, A. M., 1906.
 Victor Ernest Keyes, (A. B., 1905) A. M., 1908.
 Maria Leonard, A. M., 1910.
 Clarence William Lieb, M. D., (A. B., 1908) A. M., 1909.
 Caro Lynn, A. M., 1904.
 Mrs. James K. (Yna Reinhardt) McClintock, (A. B. 1906)
 A. M., 1909.
 Maurice Maxwell Mazure, A. M., 1912.
 Herbert Edward Mierow, A. M., 1921. Classisical Lan-
 guages, Colorado College.
 Ethel Claire Norton, (A. B. 1909) A. M., 1913.
 W. A. Oliphant, A. M., 1905.
 Orville E. Petty, A. M., 1905.
 Mary Publow, A. M., 1920.
 Benjamin McKie Rastoll, A. M. 1901.
 Henry Charles Rehm, A. M., 1921. Colorado Springs
 Schools.
 Mrs. Allen H. (Helen G. Strieby) Remsen, (A. B. 1908)
 A. M., 1910.
 Walter Scott Rudolph, (A. B. 1905) A. M., 1906.

- Mrs. Frederick (Dorothy June Price) Shaw, A. M., 1921.
Frank Milton Sheldon, A. M., 1905.
Ella Louise Taylor, (A. B. 1897) A.M., 1901. Colorado Springs High School.
Alice Elfrieda Van Diest, (A. B. 1916) A. M., 1921.
Charles W. Waddle, (A. B., 1901) A. M., 1903.
Frances Ingold Walker, A. M., 1906.
Eleanor S. Warner, (A. B. 1904) A. M., 1905.
Elizabeth Clare Wilhelmy, A. M., 1908.
Howard Henry Wilson, A. M., 1902.
Sarah Foss Wolverton, (A. B. 1904) A. M., 1905.
Robert M. Work, (A. B. 1903) A. M., 1906.
*James Archer Birchby, A. M., 1906. Died in army service 1918.
*Beulah Oberndorfer, A. M., 1920.
*Marie Antionette Sahm, A. M., 1908.





